DOCUMENT RESUME

ED 078 963 PS 006 628

AUTHOR	Blanton, William E.
TITLE	A Teacher's Guide to Preschool Reading Instruction. PREP-40.
INSTITUTION	Indiana Univ., Bloomington.; National Inst. of Education (DHEW), Washington, D.C.
REPORT NO	DHEW-NIE-73-27625; PREP-40
PUB DATE	73
NOTE	81p.
AVAILABLE FROM	Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-01115, PREP 40, $1.25, postpaid, $1.00 GPO Bookstore)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Books; *Preschool Education; Publishing Industry; *Reading Instruction; *Reading Materials; *Reading Readiness; Student Motivation; *Teaching Guides
IDENTIFIERS	PREP; *Putting Research into Educational Practice

ABSTRACT

Since there is an increasing demand that teachers teach reading at the preschool level, this guide is designed to assist preschool teachers. The first section of the guide provides information on the following questions: When should formal reading instruction begin? How does traditional kindergarten experience affect readiness for reading? Do perceptual programs affect reading readiness and reading achievement? Is formal reading readiness instruction more effective than informal reading readiness instruction? How effective is formal reading instruction at the preschool level? Does formal reading instruction at the preschool level result in children experiencing emotional problems or adversely affect their attitudes toward reading? To what extent is there evidence that formal preschool reading instruction is sufficiently effective that its practice should be widespread at the preschool level? How effective is preschool reading instruction through educational television? Should teacher aides and parents be used in preschool reading programs? The next section of the guide discusses informal reading readiness, the language experience method, and formal reading readiness and instruction. Grouping for preschool reading instruction is then described, and ways of motivating children to read are discussed. Instructional materials for use in preschool reading instruction are listed, together with their publishers. A list of over 900 books for preschool children is then provided. Publishers who specialize in reading materials for all grade levels are listed. The guide concludes with references. (DB)

ED 078963

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: PS CS
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

Putting Research into Educational Practice

A Teacher's Guide to Preschool Reading Instruction

PREP Report No. 40

PS 006628

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Education Division/National Institute of Education

PUTTING RESEARCH INTO EDUCATIONAL PRACTICE

- *a synthesis and interpretation of research, development, and current practice on a specific educational topic*
- *a method of getting significant R&D findings to the practitioner quickly*
- *the best thinking of researchers interpreted by specialists, in simple language*
- *the focus of research on current educational problems*
- *a format which can be easily and inexpensively reproduced for wide distribution*
- *raw material in the public domain which can be adapted to meet local needs*
- *an attempt to improve our Nation's schools through research*

Use of funds for printing this publication approved by the Director of the Office of Management and Budget July 27, 1970.

ED 078963

DHEW Publication No. (NIE) 73-27625

A Teacher's Guide to Preschool Reading Instruction

PREP Report No. 40

by

Dr. William E. Blanton
Indiana University
Bloomington, Indiana

PS 006628

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Education Division/National Institute of Education

U.S. Government Printing Office
Washington: 1973

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402—Price $1.25 domestic postpaid or $1.00 GPO Bookstore
Stock Number 1780-01115

Contents

Page

Research on Preschool Reading Instruction 1

When Should Preschool Reading Instruction Begin? 2
What Are the Effects of Traditional Kindergarten Experiences on Reading Readiness and Reading Achievement? 2
What Are the Effects of Perceptual Training Programs on Reading Readiness and Reading Achievement? 2
Is Informal Reading Readiness Instruction More Effective Than Formal Reading Readiness Instruction? 2
Which Is More Effective—Formal Reading Instruction or Formal Readiness Instruction? 3
What Effect Does Preschool Reading Instruction Have on Affective Behavior? 3
What Effect Does Educational Television Have on Preschool Reading Instruction? 5
Should Teacher Aides Be Used for Preschool Reading Instruction? 5

Reading Readiness and Early Reading Instruction 6

Informal Reading Readiness 6
The Language Experience Method 9
Formal Reading Readiness and Instruction 11

Grouping for Preschool Reading Instruction 28

Needs Grouping 28
Interest Grouping 28
Research Grouping 28
The Ungraded Primary Plan 30
Multigrade or Multi-age Grouping 30

Motivating Children To Read 31

Classroom Labeling 31
Recipe Reading 31
Classroom Games 31
Narrative Charts 31
Classroom Plans 31
Advertisement Collection 32
Classroom Graffiti Board 32
Bulletin Board Displays 32
Hobby Centers 32

Pages

Relating Time to Reading 32
Sign and Billboard Reading 32
Directions 32
Map Reading and Construction 32
Weather Charts 32
Photographic Stimuli 33
Drama 33
Main Characters 33
Picture Narratives 33
Word-Picture Collages 34
Books 34
Recordings 34

Materials and Books for Preschool Reading Instruction 35

Books for Preschool Children 48

Alphabet Books 48
Animals 49
Beginnings 51
City 51
Construction and Machinery 52
Counting 52
Country 53
Families 54
Fantasy 55
Games and Crafts 56
Human Body 57
Opposites, Other Perspectives 57
Peoples of the World 58
Plants 59
Poetry, Songs, and Rhymes 59
Problem-Solving 60
Puppetry 61
Records 61
Relationships With Others 61
Seas, Rivers, and Oceans 63
Sizes and Shapes 63
Sounds 63
Talking About Feelings 64
Transportation 65
Weather 65

Publishers of Reading Materials 67

References 71

Research on Preschool Reading Instruction

Change has become the byword in preschool education. Within the past decade there has been almost continuous controversy concerning whether preschool children should be exposed to formal reading instruction. The teacher is usually found to be in the middle of the preschool reading issue as decisions are made by school systems to extend the elementary school downward to include kindergarten.

Teachers appear to be evenly divided on the issue of preschool reading instruction. Those opposed to formal preschool reading instruction base their argument on the belief that preschool children have not evolved to the level of maturity necessary for learning to read. More important, they contend that formal preschool reading instruction might have adverse effects on the social and emotional development of the young child.

In contrast, teachers proposing formal preschool reading instruction assert that traditional kindergarten experience is often a duplicate of the child's home environment. They also claim that children of today are more stimulated than children of a decade ago, making them ready for reading instruction earlier. Similarly, the proponents of preschool reading instruction argue that many children enter 1st grade already reading. Last, they maintain that children who learn to read earlier will be better readers throughout school.

Regardless of whether the teacher strongly agrees or disagrees with the position for formal preschool reading, the fact remains that more and more teachers are asked to teach reading at the preschool level. This fact has stimulated a great deal of heated argument among teachers, administrators, and parents. In more cases than not, teachers for or against preschool reading instruction base their position on subjective rather than objective evidence. As a result, questions which should be of main concern are often avoided or go unanswered. Among the questions that should serve as a focal point for discussion are the following:

- When should formal reading instruction begin?
- How does traditional kindergarten experience affect readiness for reading?
- Do perceptual programs affect reading readiness and reading achievement?
- Is formal reading readiness instruction more effective than informal reading readiness instruction?
- How effective is formal reading instruction at the preschool level?
- Does formal reading instruction at the preschool level result in children experiencing emotional problems or adversely affect their attitudes toward reading?
- To what extent is there evidence that formal preschool reading instruction is sufficiently effective that its practice should be widespread at the preschool level?
- How effective is preschool reading instruction through educational television?
- Should teacher aides and parents be used in preschool reading programs?

This section provides teachers with information on the aforementioned questions.

When Should Preschool Reading Instruction Begin?

Reasearch seems to indicate that formal reading instruction should not be delayed until a child reaches a mythical level of readiness. Likewise, the decision to implement such instruction should not use age as an index of a youngster's readiness for reading instruction. Ideally, factors such as materials available, teaching procedures, the child's background of experiences, and the individual needs and characteristics of each child should be considered before commencing formal reading instruction. In short, the "how" of formal reading instruction should be the focal point for making decisions.

What Are the Effects of Traditional Kindergarten Experiences on Reading Readiness and Reading Achievement?

The results of studies exploring the effects of kindergarten on reading readiness and later reading achievement are far from unanimous. A number of studies have been reported which indicate that kindergarten experience has a positive effect on reading readiness. Of particular interest, however, is the fact that these positive effects tend to dwindle away after 1st grade. It is difficult to determine why some kindergarten programs are more effective than others, since instructional activities are usually poorly defined. In short, we really don't know how efficacious kindergarten experiences are for reading readiness and reading achievement, particularly if one looks at achievement beyond 1st grade.

What Are the Effects of Perceptual Training Programs on Reading Readiness and Reading Achievement?

The use of perceptual training programs at the kindergarten level is based on research suggesting that reading disability is related to poor perceptual development. The theory is that, if poor perceptual development causes reading disability, then perceptual training should increase reading ability.

A number of perceptual training programs have been used at the preschool level. These programs are based on the idea that improvement in perceptual abilities results in subsequent improvement in reading ability. Available research indicates that many such programs are successful in increasing young children's perceptual ability, although they do not appear to be too effective in increasing reading readiness or later reading ability. Consequently, the following is a good "rule of thumb" to follow in considering the use of perceptual programs at the kindergarten level: If one's purpose is to increase children's perceptual ability, one should probably use a perceptual training program. If, on the other hand, one's purpose is to improve reading readiness and later reading achievement, one might do well to select a readiness program more closely related to the actual skills of reading.

Is Informal Reading Readiness Instruction More Effective Than Formal Reading Readiness Instruction?

The primary goals of traditional kindergarten readiness instruction are to meet the social, emotional, and motor needs of the child. Instruction is very informal, being determined as the needs of the child emerge. This point of view is not shared by all educators, however. Great numbers of educators contend that preschool children should be exposed to formal reading instruction. Although proponents of preschool reading do not clearly describe the content and process of formal preschool reading instruction, from the very limited descriptions of formal reading instruction, one might infer that it represents a systematic attempt to provide learning alternatives for children to reach predetermined reading objectives. These objectives range from very global readiness skills to actual reading skills. As might be expected, learning alternatives are usually in the form of commercially developed reading materials or carefully prepared teacher-made materials.

It is almost impossible to make generalizations from the research exploring this topic because of the poor definitions of the programs used. For example, formal preschool reading readiness programs have been defined in such vague terms as: sub-1st grade, informal, formal, phonics-oriented, structured and sequential, individualized, or permissive. On the other hand, it is possible to make some generalizations from the research which has defined formal readiness instruction as the use of commercially developed materials.

readiness programs are more effective than traditional informal readiness programs. On the other hand, the long-term effects of formal readiness programs are not very clear. For the longitudinal studies reported, the positive effects of formal readiness instruction can be identified as late as 3d grade.

Finally, there appears to be no conclusive evidence attesting to the fact that reading readiness ability can be significantly increased through the use of published reading materials. There is no firm evidence attesting to the fact that children exposed to formal readiness instruction maintain their gains during later school years. To say that formal readiness instruction is superior to informal readiness instruction would put a strain on the evidence obtained from the literature. Therefore, the most reasonable conclusion appears to be that there are probably a number of effective formal and informal reading readiness programs. These effective programs, however, will remain obscure until investigators describe them in such detail that they may be researched by other investigators.

Which Is More Effective—Formal Reading Instruction or Formal Readiness Instruction?

In contrast to research on informal and formal readiness instruction is research dealing with formal reading instruction. Unlike readiness instruction, formal reading instruction is comprised of instruction along the continuum from reading readiness to specific reading skills. Learning is accomplished as children are exposed to carefully sequenced and planned learning alternatives. In other words, the learner is actually taught to read.

The amount of research dealing with formal preschool reading instruction is surprising, particularly when leading authorities contend that very little research has been conducted. Unfortunately, most of the research has been limited to the study of the effects of formal instruction in kindergarten and later 1st-grade achievement. Another severe limitation to the research is the fact that very few researchers have taken care in describing their instructional programs. Clearly, terms such as "formal reading instruction" and "customary readiness instruction" are meaningless. Moreover, when important variables such as time spent on teaching reading, precise instructional materials, measures to evaluate the effects of instruction, and the like are not reported, it is difficult to replicate programs or design subsequent research. As a result, the research findings on formal preschool reading instruction must be viewed with caution. As a matter of fact, it appears that the best that can be said at this point is that the research suggests that informal preschool reading instruction is just as effective as formal reading instruction. At least this conjecture must stand until more longitudinal research is reported.

What Effect Does Preschool Reading Instruction Have on Affective Behavior?

The major criticism that teachers level at formal preschool reading instruction is that such instruction will in some way interfere with the child's social and emotional development. In fact, the folklore of early childhood education suggests a number of adverse side effects which might result from early formal reading instruction. Some of these beliefs are examined below in light of the research, if any, which supports them.

Formal Reading Instruction Robs the Child of His Young Years.—A belief widely held among opponents of formal preschool reading instruction is that such instruction deprives the child of needed time for play and interaction with his peers. This belief appears to be unrealistic if only about 20 to 30 minutes a day is devoted to such instruction. A more realistic perspective would seem to be that harm might result from what the child does during formal reading instruction and not from what he misses as a result of such instruction. To say the least, this criticism is very subjective. As a matter of fact virtually no research has been reported on the topic.

Formal Reading Instruction Causes Emotional Problems.—A second warning given by opponents of formal reading instruction is that such instruction causes emotional problems. For example, Smith (1955) contends that it is possible that emotional problems stem from attempts to teach children to read at very young ages. Smith bases her position on reviews of more than 260 studies which indicate that the incidence of emotional problems in retarded readers ranges from 42 to 100 percent. It should be pointed out, however, that few of the children in the studies reviewed were exposed to formal preschool reading instruction. In other words, a causal relationship among reading disability, emotional problems, and preschool reading instruction has not been demonstrated.

The warning that young children who are exposed to preschool reading instruction might eventually have emotional problems must come from research on teaching preschool children to read. Unfortunately, only one study has dealt with this topic.

Mason and Prater (1966) examined the psychosocial effects of formal reading instruction on kindergarten children by having an experienced 1st-grade teacher provide reading instruction to a group of preschool children. A comparable group received a regular kindergarten program. Tests of reading readiness and personal-social adjustment adminstered after 5 months of instruction revealed that boys exhibited less acceptable classroom behavior as a result of reading instruction. However, it would be an overgeneralization of the results of this study to suggest that any relationship exists between early reading instruction and emotional problems. Much more research is needed.

Formal Reading Instruction Causes a Dislike for Reading.—Early reading instruction has often been blamed for children's chronic dislike for reading. Clearly, presenting young children with reading tasks for which they lack prerequisite skills might result in a dislike for reading. On the other hand, presenting children with reading tasks for which they already have prerequisite abilities might result in the successful learning of reading. Moreover, experiencing early success in reading might nurture a mature kind of motivation for learning reading skills. This kind of motivation might well sustain children through the unavoidable difficulties they will experience later in learning reading skills. Once again, however, little research has been reported on this important topic.

Formal Reading Instruction Depresses Independence and Creativity.—Another widely held belief among teachers is that formal preschool reading instruction depresses independence and creativity. Although this belief has been widely accepted among opponents of preschool reading instruction, it has not been substantiated by research. Consequently, this topic is examined in light of the author's experience.

Formal reading instruction is highly controlled and makes great use of repetition and patterned responses. Children exposed to such instruction demonstrate an increase in the spontaneity with which they approach new reading tasks.

With regard to creativity, it does seem that the traditional informal reading instruction

found in most preschools provides children with opportunities to think creatively. On the other hand, from what is known about fostering creativity, it would seem that formal reading instruction might be used as a means to challenge or teach the child to think creatively.

In summary, the fear surrounding the possible ill effects of preschool reading instruction appears to be unfounded. In more cases than not, the side effects of preschool instruction appear to be more beneficial than harmful. From the point of view of emotional and attitudinal development, perhaps the most beneficial side effect is that children tend to develop pride and confidence in their ability to learn to read. Consequently, formal reading instruction might be an alternative for better adjustment to academic work in later years.

What Effect Does Educational Television Have on Preschool Reading Instruction?

Most teachers are aware of the fact that the cost of preschool reading instruction for all children is almost prohibitive. Educational television, however, may represent a financially feasible alternative.

Preschool reading instruction through educational television has been accepted by the public and by many educators with some enthusiasm (witness *Sesame Street*). The effectiveness of instruction through this medium has been praised and questioned, sometimes with more passion than objectivity. The educational community would be well advised to withhold judgment on the effectiveness of this approach until additional evidence is offered. For example, it is not clear how 1st-grade programs should be articulated with the content of preschool reading instruction provided by television. Moreover, the real worth of this method must be determined by longitudinal studies.

Should Teacher Aides Be Used for Preschool Reading Instruction?

Many preschool teachers cry out for assistance in meeting the needs of their pupils. Quite often they want teacher aides to join them in their classrooms, meeting and working with students who need special help in reading readiness or reading instruction.

The effectiveness of teacher aides in preschool reading programs has been examined in a few studies. In general, the help of aides, including parents, has resulted in greater achievement, perhaps because of increased attention to individual children.

Success appears to be enhanced when the teacher has only one aide to manage. As might be expected, structure and feedback have a positive effect on the performance of teacher aides. Consequently, it is wise that the teacher and teacher aide plan their activities together.

PS 006628

Reading Readiness and Early Reading Instruction

Informal Reading Readiness

Readiness for reading instruction does not arrive at any particular chronological age; it is nurtured. It is possible for teachers to play a very real part in the development of reading readiness. Although the ideas which follow are not exhaustive, they may serve as a beginning point for readiness instruction and suggest ways of making the reading readiness experiences of preschool children challenging and worthwhile.

Readiness to read is positively related to the habituation of certain behavior and the development of certain skills and appreciations, among these being language ability, motor ability, visual perception, auditory perception, a desire to read, and good work habits. It is possible to develop these habituations and skills through many activities.

Suggested Activities for Developing Reading Readiness.—The following activities are suggested for developing reading readiness in the six above-mentioned areas.

Activities for developing language ability

- Conversations between teacher and child, and child and child, with the child taking the initiative and doing the greater part of the talking.
- Storytelling of old familiar stories such as *The Three Bears, Red Riding Hood,* etc., in which the child has an opportunity to tell a story he knows or to participate by saying with you what the wolf said, etc.
- Dramatic play of planned and unplanned types (playing house, train, airplane).
- Choral speaking using Mother Goose rhymes and other familiar and unfamiliar poems.
- Use of children as messengers to other rooms and to the office.
- Discussion about the pretty books in the room and how they can be used, with the child making suggestions along with the teacher.
- Allowing the individual child time to think and respond without apparent hurry on the teacher's part.
- Discussion by children of interesting pictures or treasures from home, the teacher giving help in increasing the content and length of sentences.
- Classification of objects: children make charts of pictures illustrating general ideas, such as fruits, vegetables, furniture, animals, things mother does, etc.
- Games using adjectives: distinguish different kinds of balls, chairs, toys, etc., such as small, little, red, water, etc.; pretend and act out adjectives such as happy, kind, old, etc.; describe each others' clothes.
- Storytelling with emphasis on sequence—"What do you think happened next?" "How would you end this story?"
- Children arrange story pictures in proper sequence; tell the story the pictures tell.
- Children create original stories, rhymes, and riddles, individually or as a group activity.
- Finger plays, dramatic games.

Activities for developing motor ability

- Rhythmical work with music such as

skipping, hopping, and dancing.
- Drawing on large figure forms.
- Construction work.
- Trace around a form such as a circle or square, keeping on a line.
- Cut out forms, trying to cut on the lines.
- Fit objects together using nested cubes, pegboard, simple jigsaw puzzles, etc.
- Finger painting.
- Modeling with clay, sawdust crunch, and plasticene.
- Puppet plays.
- Work with blocks, pounding board, manipulative games, puzzles, construction materials.

Activities for developing visual perception

- Place several small familiar objects on a table covered by a cloth or a paper. Remove cover, exposing objects for a few seconds. Replace cover and ask children to name as many objects as they can. Gradually increase the number of objects.
- Place several objects under a cover on the table. Expose them for a few seconds. Have children close their eyes while one object is removed. Rearrange the remaining objects. Expose them again and try to recall the missing object.
- Expose a single large pattern for a few seconds. Remove it and have children draw it from memory.
- Expose a picture containing a number of items. Remove the picture and have children name as many items as they can remember seeing.
- Describe some object and have children guess what it is. For example, "I am thinking of something with large ears, pink eyes, short tail," etc. Have the children visualize while object is being described. Describe a child, his clothes and appearance.
- Have children match objects, colors, numbers, words.
- Put together jigsaw puzzles.
- Have children count or name rows of objects left to right. Have them count with finger, then with eyes alone.
- Use audiovisual aids.

Activities for developing auditory perception

- Listen to familiar rhymes. Allow children to give the rhyming words.
- Listen to musical tones. Have children tell which is higher, lower, alike, softer, louder, etc.
- Listen to a recording and interpret the rhythm. Clap, march, skip, tip-toe—do what the music tells you.
- Listen to and identify different sounds, such as wind, insects, bells, whistles, street noise.
- Have children identify words they hear which begin alike, end alike.
- Answer riddles by selecting the correct answer from pairs of words which sound alike.
- Have children listen to specific directions and follow the instructions exactly.
- Guess disguised voices, hidden sounds.
- Design listening games, such as choosing one child to be "it" and the group echoing the sounds he makes.
- Use records or tapes which have recorded sounds.

Activities for creating the desire to read

- Call the attention of the child to his name and that of others, to labels and posters around the room to show him the real need for reading.
- Have the child match his name card with the one on the bulletin board.
- Use attractive picture books, looking at them with the children and encouraging comment.
- Begin a sentence about a well-known object and let the child finish it.

- Read parts of a story to the children and give them an opportunity to end the story as they think it will end; then read the author's ending.
- Read stories and poems to them often.
- Show your love and respect for books by the way you use them.
- Show the child how to open a book, how to turn pages and to care for the books.
- Show pleasure when a child asks about books.
- Use audiovisual aids.
- Call attention to traffic signs, billboards, television ads, etc.
- Use library card.
- Use books for reference to help children learn to know books as helpful sources of information.

Activities for developing good work habits

- Have child learn to:
  - Finish a task before leaving it.
  - Work steadily without dawdling.
  - Clean up when task is completed.
  - Have simple tasks which he does daily and for which he is responsible as a group member.
- See that each child gets satisfaction from his work experiences.
  - Praise honest effort.
  - Show pleasure when child has success—when he shows improvement.
  - Give him positive suggestions of what to do to improve—avoid "don't" when efforts are unsuccessful.
- Allow children opportunities to share their work with others. Help them learn to appreciate work done by others of the group.

After providing readiness activities for children, many teachers are still in doubt as to whether their children are ready for actual reading instruction. Perhaps the following skills checklist will provide the teacher with information on whether children are ready for reading. Certainly, when a child has mastered these skills, he is capable of succeeding in formal reading instruction.

Reading Readiness Skills Checklist

Name _____ Class _____

Skill	Mastery Yes	Mastery No
1. Can note similarity in objects, signs, words, etc.	___	___
2. Can note differences in detail in similar objects, as three like children with one different.	___	___
3. Knows differences in orientation: which are going a different way; which are going left, right; which are going above, below; which are short, long.	___	___
4. Can note differences in words as: *boy, boy, bag, boy.*	___	___
5. Can hear rhyming words. Clap hands when they hear the word which rhymes with *hot.*	___	___
6. Can hear words which do not rhyme with a named word.	___	___
7. Can hear which word begins with a different letter as: *car, candy, boy, cap.*	___	___
8. Can say the words in a group which begin with same letter as: *baby, come, took, cup.*	___	___
9. Can supply a rhyming word.	___	___
10. Can match objects with a picture.	___	___
11. Can match words as: *in, it, in, is.*	___	___
12. Can match letters with a printed letter as P–LTUPM.	___	___
13. Visual memory of objects. Can find an object flashed from several in a group.	___	___
14. Can find a letter from memory of a flashed card.	___	___
15. Can arrange a picture story with events in correct sequence.	___	___
16. Can answer questions about a story which has been read.	___	___
17. Can retell in simple words, supplying main details, a story which has been read aloud.	___	___

18.	Can remember the names of and be able to point out objects common to young children.	___	___
19.	Can come before the class and tell about some personal experience so the group may enjoy it.	___	___
20.	Can interpret language through sound, as in choric speaking, dramatization, and singing.	___	___
21.	Can gather, use, and understand new words learned through new daily experiences.	___	___
22.	Can recognize the colors of the spectrum.	___	___
23.	Can distinguish right and left.	___	___

The Language Experience Method

After the teacher has provided readiness experiences for children and made careful observations of the skills they have mastered, she will probably recognize that some are now ready for actual reading experiences. The teacher may, however, be opposed to exposing children to commercially prepared reading materials. Nevertheless, failure to provide reading experiences for children who are ready is unfair. As a compromise, the teacher might consider using the language experience approach to beginning reading.

The language experience method has several advantages. For example:

- The reading materials are related to the child's experiences, making for a high degree of motivation.
- Reading for meaning is stressed.
- Complete sentences are used, allowing for emphasis on context clues.
- Charts permit flexibility of content of reading material.

On the other hand, this approach also has a number of disadvantages. For example:

- It is difficult to control vocabulary.
- Basic sight words may not be repeated often enough for mastery.
- When used exclusively it takes much time.
- It is difficult to adapt this type of instruction to needs and abilities of all children.
- It encourages memorization rather than mastery.

Steps in Teaching a Language Experience Story.—The language experience approach usually results in a chart or story about a specific topic. The following procedures are offered as a guideline for providing reading instruction through the language experience approach. The suggested time span for developing this activity with young children is 9 weeks.

Step One: First 3 Weeks

Procedure

1. Readiness
   - Read a story to the children.
   - Show the story pictures in the story.
   - Talk about the story with the children.
   - Ask the children questions about the story.

   or:
   - Show the children a film or filmstrip.
   - Let the children discuss the film.
   - Let the children "act out" the story.
   - Ask the children questions about the story.

   or:
   - Play a record for the children.
   - If the record tells a story, ask the children about it.
   - If the record teaches a song or dance, let the children sing or dance as the record says.

   or:
   - Talk to the class about something which all or most of the children know about. This might be the time of year, classmates, etc. Then say something like, "Boys and girls, now we are going to write a story about what we have just said. You tell me the story, and I will write down what you say."

2. Title
   - Ask for the name of the story. You might say, "What can we call our story?" Usually the children will select a title. If they cannot decide upon a title, let them choose from several titles. For example, "What do you think would be a good title for our story?" More than one title may be given. If this is the case, you might say, "Let's choose between Jane's title, 'Going to Town', and Frank's title, 'Downtown' ".
   - Let each child know that you appreciate what he has said, such as, "Thank you, Tom. That is a good title."
   - When the title has been selected, print the title on the chalkboard.

3. Story

- Ask the class for the first line of the story. Several children may talk at the same time. If they are saying the same thing, write a four- or five-word sentence about what they are saying. You may call on different children to give you a sentence for the story.
- Write the rest of the story the same way. Remember to keep the sentences and the story short.
- Say each word as you write it on the board.
- When the children have told you the story, read it to them.
- Point to each word as you read it aloud.
- Next have different children read the story, one sentence at a time, to the rest of the class.
- Be sure to tell a child the right word when he miscalls the word.
- Write the story on a large chart.

4. Review

- Have the children reread the story at different times. Have the children point so that when you read (exactly the same order of words that they point to) the story "comes out" right.

5. Followup

- Give the children 8" by 12" pieces of blank paper.
- Point to a letter on the chart.
- Tell the children the name of the letter.
- Tell the children to write the letter on paper.
- Check each child's work.
- Correct the work, if necessary.
- Do no more than one to three letters in a day.

  Materials:
  Chalkboard - chalk
  8" by 12" sheets blank paper
  Large chart paper - felt pen

Step Two: Second 3 Weeks

Procedure

Same as Step One, except the teacher writes the story on chart paper instead of the chalkboard.

1. Followup

- The teacher points to a word she has written on the chart.
- She tells the children the word.
- She writes the word on a blank card.
- The teacher calls on several children to match the word card with the word in the story.
- The same thing is done with several words.
- The teacher gives the children blank cards.
- The children write the word on blank cards.
- The teacher checks the students' work.
- Several words are written this way.

  Materials:
  Chart paper - felt pen
  Blank word cards - pencils

Step Three: Third 3 Weeks

Procedure

Same as Step One except story is written on chart paper.

1. Followup

- Teacher writes sentences in the story on blank sentence cards.
- Students put sets of word cards into the same order as the words in the sentence.
- Students match sentence cards with sentences on the chart.
- Students put sets of sentence cards into the same order (top to bottom) as the sentences on the chart.
- Students read the sentences to the class.
- The teacher gives the students blank sentence cards.
- Students are told which sentence to write from the story.
- The teacher checks the students' work.
- Students write several other sentences from the story in the same way.

  Materials:
  Chart paper - felt pen
  Blank sentence cards - pencils

Possible Topics for Class Experiences Stories

- The Trip to School Each Morning
- Going Shopping
- How To Buy Something
- The Principal
- A School Day
- Jumping in a Mud Puddle
- Sound of the Rain
- Our Favorite Pets
- What To Look for in the Sand
- How To Buy Food at the Store
- The Longest Day of the Year
- The Best Time I Ever Had
- My Best Friend
- Cars
- Making Wishes
- The Best Stories
- The Last Time It Rained
- What We Can Do with Pencils and Paper
- Cowboys and Indians
- The Best Thing About School
- Blowing Up a Balloon
- The Train
- Toys I Like
- The Day the Sky Fell
- TV Time
- Things To Do for Fun
- Riding a Bicycle
- Running Down the Hill
- Games We Play
- What I Would Like To Be

- Grown-Ups
- Kinds of Spots
- How To Save Money
- How To Buy Candy
- Flowers
- Boys and Girls in Our Class
- The Big Sun
- What Is Hot?
- What Is Big/Little
- What To Do with Hot Water
- What the Moon Looks Like
- What We Do When We Hear Music
- Sleep
- Some Good Songs
- How To Read
- What I Want To Do Most of All
- Walk Down the Hall
- Why We Go to School
- Good Things To Eat
- How To Build a House
- What I Can Do with a Wagon
- How To Make Good Mud Pies
- Feeding the Dog
- This Much Is an Hour
- Why We Have Names
- What is Fun
- Riding a See-Saw
- How To Draw a Pretty Picture
- Things I Like To Do
- Going Fishing
- How To Get Dirty
- Wash Day at Home
- What I Do at Home
- Rolling in the Grass
- Difference in Living on the Farm and in Town

Examples of Experience Charts

There are different types of experience charts, of which the narrative chart is the most common. Below are examples of several types of charts:

1. Narrative Chart
   We went to the store.
   We bought some food.
   We paid for it.
   We went home.

2. Suggestion Chart
   See a film.
   Write a story.
   Play a game.
   Listen to a story.

3. Class Rule Chart
   Help each other.
   Do not disturb others.
   Plan our work.
   Finish our work.

4. Planning Chart
   Learn to read.
   Learn our alphabet.
   Play.
   Draw pictures.
   Listen to stories.
   Learn our numbers.

5. Diary Chart
   August 26: We started to school.
   October 31: We had a Halloween party.
   November 28 & 29: We had Thanksgiving holidays.

6. Direction Chart
   Write your name at the top of the page.
   Draw a ball.
   Color a ball red.
   Draw yourself playing with the ball.

7. Fanciful Story Chart
   One day we were playing.
   A big bear said, "Can I play, too?"
   We said, "Yes, you can."
   We played with the bear all day.

8. Poetry Chart
   "A little boy
   bought a toy." by Tom
   "If I turn blue,
   what shall I do?" by Mary

Formal Reading Readiness and Instruction

Behavioral Objectives.—The primary goal of informal reading readiness and reading instruction is to meet the emerging needs and interests of children with informal activities. In contrast, the goal of formal reading readiness and reading instruction is to provide carefully sequenced and planned activities which enable the child to reach predetermined reading objectives.

As a rule, the objectives for formal reading instruction are stated in behavioral terms. In other words, the specific behavior to be observed and the conditions under which that behavior will occur are precisely identified. The most frequently used argument against behavioral objectives is that they inhibit or make instruction too mechanical. Of course, this is not true. A behavioral objective merely identifies how the child is expected to behave as a result of instruction. The learning alternatives and activities for reaching behavioral objectives are left to the teacher. Thus, the teacher has every opportunity to provide creative instruction for children. In short, the use of behavioral objectives does not dictate the

instructional procedures the teacher might use.

The following list of behavioral objectives, along with very brief suggestions for instructions, is provided for teachers who wish to implement formal preschool reading readiness and reading instruction. The teacher will immediately recognize that these objectives range from very simple reading behaviors such as book handling to very complex reading behaviors such as recognizing literary forms and techniques. It is not suggested that all the reading behaviors identified should be expected of all children. On the other hand, the teacher might find that many of her children are capable of responding to instruction designed to reach a great number of these objectives.

The list is comprised of over 100 objectives organized into the following categories:

- Following Directions
- Dramatizing
- Being Read To
- Book Handling
- Persons and Names
- Visual Discrimination
- Auditory Discrimination
- Attempts To Read
- Sound-Symbol Correspondence
- Word-Meaning and Vocabulary
- Concepts
- Details
- Sequence
- Main Ideas
- Characterization
- Literary Forms and Techniques

The above list is not meant to be exhaustive. It should also be pointed out that the categories represent the author's bias. Regardless of its limitations, however, this list of objectives should provide a starting point for teachers to begin formal reading readiness and reading instruction. No doubt it will be necessary to add to or subtract from the list, depending on the local situation.

Following Directions

Objective: Given an oral direction in a one-to-one situation, the student will correctly carry out the direction.

Give the student three pieces of paper cut into different shapes: a square, a circle, and a triangle. Place in front of the student a form in which he can correctly place the shapes. Ask the student to place the square in the area in which it will fit best; the circle in the area in which it will fit best; and the triangle in the area in which it will fit best.

Objective: Given an oral direction in a group situation, all students will correctly carry out the direction.

Tell the students they are going to play a game called "Up and Down." Ask them to form a circle *(help them to form a circle if necessary)*. Ask the students to listen carefully to the directions. Give them the following example and illustrate what they are to do. My head can go up and down *(nod head up and down)*. Start with head and work down to feet.

My head can go up and down.
My arms can go up and down like a bird flapping its wings.
My feet can go up and down like marching in a band.
My body can go up and down when I jump.
Others, e.g., fingers, toes, nose, tongue, etc.

Objective: Given a three-step oral direction in a one-to-one situation, the student will correctly carry out the direction.

Give the student the following three items:

1. A flower pot or empty milk carton or box.
2. A large piece of styrofoam, cotton, soil, crumpled newspaper.
3. A plastic flower, or paper flower with stem.

(a) Ask the student to pick up the flower pot.

(b) Ask the student to put the styrofoam (soil) into the pot or carton.

(c) Ask the student to put the flower into the styrofoam which is in the pot.

Objective: Given a three-step direction in a group situation, all students will correctly carry out the direction.

Tell the students that there are three objects in front of them *(each student should have three beads, buttons, or any desired group of objects as long as they are all alike).* Ask the students to pick up one button and put the button under the chair in which they are sitting, or on the floor. Ask them to take the second button on the table in front of them and put it in the box which is in the middle of the table. Ask the students to put the third or last button on the chair on which they are sitting.

Then ask them to look on the table where the three buttons were. Ask how many buttons are on the table in front of them now.

Objective: Given a direction to be carried out at a later time, the student will correctly carry out the direction.

Give the student an M & M or piece of candy. Tell the student that before he can eat the candy he must walk to the door and open it; then he can eat the candy.

Dramatizing

Objective: Given a picture or story, the student will exhibit an observable spontaneous reaction to the picture or story.

Read the following story to the student. Ask him to think about how the clown's face looks as the story is read. On the second reading ask the student to use his own face to show how the clown's face looked.

> Pogo the jumping clown was sleeping in his bed. The other clowns were going to play a joke on their friend. They took a long feathery feather and began tickling Pogo's nose.

Objective: Given a group of students engaging in finger play, the student will observe the others with interest.

Ask children to close their hand and form it into a fist, then hold up the thumb--and say:

> *I am a thumb and can act like a drum and go rumba, dum, dum.*

Ask students to move thumb up and down as if playing a drum.

Hold up second finger and say: *The pointer and the thumb can go clap, clap, clap.*

Ask students to clap thumb and pointer.

Middle finger--say: *Now we are three and my fingers are almost free.*

Ask the students to wiggle the three fingers.

Fourth finger--say: *Here comes number four, only one more.*

Ask students to hold up fourth finger.

Fifth finger--say: *Up comes the pinkey as quick as a winkey.*

All fingers are up.

Objective: Given a story to be read orally by the teacher, the student will independently assume the role of one of the characters.

Read the following story to the students. Ask the students to pretend that they can look and act like the character in the story.

> The lion awoke when the sun came up. He rubbed his eyes with his paws and opened his mouth so wide he could almost swallow the world as he yawned. He suddenly jumped up. Out of the corner of his eye he saw food. As fast as a streak of lightning he began to run, run, faster, faster, but he wasn't fast enough. Breakfast was quicker than he.

Objective: Given a familiar story, the student will choose and act out the role of one of its characters.

Read or tell the story of "Goldilocks and

the Three Bears." Ask a child to act out the role of Goldilocks or any one of the three bears.

Objective: Given several oral examples of stories, the student will orally compose an original story.

Read the following sample stories to the student:

1. The furry white rabbit hid in the snow-white forest until the hungry red fox had disappeared.
2. On an old apple tree was the biggest, reddest, most beautiful apple I had ever seen. I wanted it so much. But how could I get to it?
3. When I go to sleep the room is dark and quiet. That is the time when the shadows on the wall start to look like giant monsters in the night. As soon as I see them I quickly grab my blanket and pull it over my head. Now I'm safe.

Being Read To

Objective: Given a reading period in which the teacher reads to a small group of students, the student will readily attend the small group.

Objective: Given a story with pictures to be read orally by the teacher, the student will listen to the story.

Objective: Given a story without pictures the student will listen to the story.

Select books which have wide appeal; the stories should be short and fast moving.

Some examples of picture books which could be used with children are:

Gene Zion, *Harry, the Dirty Dog,* Harper & Row

Maurice Sendak, *Where The Wild Things Are,* Harper & Row

Examples of books without pictures are:

Fairy tales

Nursery rhymes

As the teacher reads to the group, she should note students who do not attend.

Book Handling

Objective: Given the question "What is a book for?" the student will respond that a book is to read.

Show the student a vividly-colored book. Ask the following questions:

- Should we use this book as a rug to sit on?
- Should we use this book as a tray to carry food on?
- Should we use this book as a cover for our head?
- Or should we use this book to read and find out what happens in the story?

The teacher might also simply ask the student, "What is the book for?"

Objective: Given a book to look at, the student will place the book in the proper position for reading.

Have the students do the following exercises:

1. Give each student a book, and tell him to stand up.
2. Have the student hold the book up over his head as far as he can reach. Ask if he can read the book in the position in which he is standing.
3. Have the student hold a book in his hands and extend his hands as far out in front of him as he can. Ask if he can read the book in this position.
4. Have the student place the book at his feet while standing. Ask if he can read the book in this position.
5. Have the student sit down and place the book in front of him, at a comfortable distance. The teacher may have to help place the book appropriately. Ask if this is a good position in which to read a book.
6. Gather books and direct student to

select a book and position it in a way which is best for reading.

Objective: Given a book to look at, the student will correctly identify the page on which the story begins, by pointing to it.

Using either a large book or an overhead transparency of the pages, ask the students, if they wanted to read the story, would they begin on the front cover (hold up front cover) or back cover (then hold up the back cover). Open to title page and ask the same question. Turn to the last page in the book and ask the same question. Finally turn to first page on which the story begins. Read first paragraph. Ask students if this is the page on which the story begins.

Give each student a book and ask each to turn to the page on which the story begins and to point to it.

Objective: Given a book to look at, the student will correctly identify the page on which the story ends by pointing to it.

On the assumption that the children can find the first page, the same technique as described above can be utilized, pointing out that the end of the story appears at the back of the book.

Objective: Given a book to look at, the student will correctly identify where the title is by pointing to it.

Hold up a large picture book. Ask the students if they can point to the name of the book on the cover. Tell students there is another place in the book which has the title on it. Open book and show where it is located.

Give each student a book. Tell them to point to the title on the cover; then to open the book and find the page within the book which has the same title and point to it.

Objective: Given a book to look at, the student will correctly identify the front of the book by pointing to it.

The same techniques as utilized in the preceding activities can be used.

Objective: Given a book to look at, the student will correctly identify the back of the book by pointing to it.

The same techniques as utilized in the preceding activities can be used.

Objective: Given a book and the instructions to pretend to read the book, the student will turn the pages one at a time from right to left.

Ask the students to pretend they are sleepy and are going to bed. Ask them how they would look if they "pretended" they were sleeping. Ask the students how they would look if they pretended they were eating. Tell the students they are now going to pretend they are reading a book.

Let the children pretend that they are going to the library to look for a book. What would they look at first (cover)? Have students then open book and look at each page; stop long enough so that each page is turned separately. Have students then turn to title page, then to page on which story begins, then to look at each page until they reach the last page of the story. Then ask them to turn to back cover, close the book and turn it with the front cover facing them.

Objective: Given a book, the student will correctly identify the top of the book by pointing to it.

Tell the student to stand up and place both hands on the top of their heads. Have them subsequently place their hands on the top of the following objects: chair, bookcase, plant, and picture.

Hold a large book upside down and ask the students if they can read the book if it is held upside down. Show inside if necessary to show pictures upside down. Show students that the book has to be rightside up for reading. Place book in correct position. Ask students to point to top of the book.

Give each child a book upside down. Ask students to point to top of the book.

Objective: Given a book, the student will correctly identify the bottom of the book by pointing to it.

With the same procedure as above, use the bottom of objects.

Objective: Given a book and the instructions to "follow a line of print with your finger as if you were reading," the student will follow the line horizontally from left to right.

Write a sentence on the board. Ask a student to come to the board and point to each word starting from left to right.

Give each student a book on which only one line of print is written on each page. Have the student point to each word from left to right.

Give students a book with two lines of print per page and use the same procedure.

To help children, a red string could be placed on the right hand and blue on the left. Tell children to keep left hand on first word and right hand on last word and move the blue toward the red.

Objective: Given a book and the instructions to "follow several lines of print as if you were reading," the student will return to the beginning of each new line with his finger.

Same procedure as used above can be varied and extended by doing the following:

Color code each line, beginning and end, and ask the child to move finger from one color to the next.

Draw a maze and let students practice moving their fingers from left to right.

Maze

child told to have finger
jump
from
box
to
box
and
slide
down
a
ramp
to next line and continue jumping

Objective: Given a story read orally by the teacher and three pictures, one of which is related to the content of the story, the student will correctly identify the picture related to the story.

Read a story which is familiar to the students, such as "Little Red Riding Hood." Hold up two pictures which are obviously unrelated to the story and one which clearly shows Little Red Riding Hood and the wolf. Ask students which picture belongs in the story. The pictures can become increasingly difficult to distinguish one from another.

A prelude to this could be to hold up two objects which are alike and ask students to find one which is different, then opposite, then all three different, then two alike, then two different, etc.

Persons and Names

Objective: Given a situation in which the teacher calls the name of the student, the student will respond in some way.

Ask the students to form a circle. Tell them they are going to play a game called "Names in the Circle."

Draw four concentric circles; place students in outer circle. Place students' names on pieces of paper, and write names four times, one for each of the four steps in the circles. Put names into a box. Tell the students each time they hear their name they may take a step forward into the first inner circle. The child whose name is called three times from the selection box wins the game. Each child's name will be called at least once so that all participate.

Objective: Given a situation in which the teacher calls the name of another student, the student will look directly at the student who was called upon.

Ask the students to play a game in which they'll have to guess who is missing. Ask all the students to close their eyes. Select one child to go and hide (the others are still hiding their eyes). Tell the children to open their eyes, and say, "Do you know who is hiding?" Elicit response, Susan is hiding. Ask students if they can find Susan and to turn chairs so they are looking at her in her hiding place. Repeat with other students.

Objective: Given a situation in which the teacher calls the name of an absentee, the students will respond with "he's absent."

On a day in which all the students are present call out the name of each student and say, Is Susan here today? Tell student to respond Yes, I am here or Present today. Do this with all the students.

Tell the class to pretend that Susan is absent, tell Susan to go to a corner of the room. And ask the class, Is Susan here today? If students answer no, ask them to repeat the sentence, No, Susan is absent today. Do this with each student. Continue procedure daily until students know the routine.

Objective: Give three first names written on the blackboard, only one of which belongs to any of the children in the room, the student will correctly identify his own name.

Construct a name tag for each student to wear around his neck. Tell the students you are going to write three names on the board, one of which belongs to someone in the room. If the student sees his name written on the board, he is to stand up and say, I am Tom. Have student come up to the board and show that his name tag matches the name written on the board.

Objective: Given three first names written on the blackboard, only one of which belongs to any of the children in the room, the student will correctly identify which name is that of a classmate.

Put a necklace name tag on each student. Divide the students into pairs. Tell the students you are going to write three names on the board, only one of which is in the room. Teil the partners that when they see the name of their partner on the board, the partner is to stand up and say, My partner's name is Tom. Then have the partner bring Tom up to the board to match names. Do this with other students.

Objective: Given a pencil and paper, the student will correctly write his name.

Tell the students that they are going to play a game to see who can remember how to write his name without looking at his name tag (each child should be wearing a necklace name tag). Tell the students to turn their name tags over so they can't see them. Give students paper and pencil and tell them to write their name. After they have done so, tell them to look at their name tags to see if they were correct.

Objective: Given instructions to spell his own name orally, the student will correctly say the letters of his own name in the proper sequence.

Give students dice or blocks with the letters of the alphabet on them. Have the student spell his name using the dice or blocks. Then mix up the letters on the blocks and ask the student to spell his name orally.

Objective: Given instructions to spell orally the name of a classmate, the student will correctly say the letters of the name in proper sequence.

Select one student to form his name from blocks on which the letters of the alphabet are written. Have the student select a class-

mate to come and read or say his name and spell it.

Visual Discrimination

Objective: Given a set of five geometric shapes, two of which are identical, the student will correctly identify the two figures that are the same.

Accumulate four balls; put three of them in different places in the room. Hold up the remaining ball and ask a student if he can find the other three round balls in the room. Use this same procedure with other geometrical shapes.

Place five geometrical shapes, two of which are alike, on a table, and choose a student to come up and select the two which are the same.

Objective: Given a set of three geometric shapes, two of which are identical, the student will identify the one which is different.

Ask two children to take off their shoes. Ask the students to look at the four shoes closely, then ask them to close their eyes. Put two shoes which are the same and the one which is different in a line. Ask the students to open their eyes. Select a student to pick out which of the three shoes is different. Use the same procedure with geometrical shapes.

Objective: Given multiple sets of geometric shapes, some of which are identical and some different, in each case the student will correctly identify the pair of figures as being alike or different.

Place in front of the student the following: two identical blocks and two identical balls. Ask the student to select which two are alike and which two are different.

Objective: Given a set of pictures of geometric shapes, numbers, and letters, the student will correctly identify which of the pictures are letters.

Place the following groups in front of the student: pictures of blocks, circles, etc., letters, and numbers. Tell the student to pick out the items which are the same and put them into separate piles.

Repeat the same procedure using letters and numbers, then shapes and letters. Then put the following assortment in front of the student: pictures of circles, numbers, letters, etc. Ask the student to pick out the pairs of letters only.

Objective: Given a set of words differing only in initial consonants and instructions to tell how these words are different, the student will notice that the initial letter of each word is different.

The following pictures will be necessary: a picture of a cat, hat, rat, mat, fat man, can, fan, man, van. Place the pictures on the board or on a table.

Ask a student to look at the pictures and say what he sees; then ask what letter the word begins with and have the student write the letter in the blank next to the picture. Follow the same procedure for each group of words.

Take down the pictures and have the students read the words in each group. Ask students how these words differ and how they are alike.

Objective: Given a picture of a boy with the word boy *printed below it, and the letter combinations yob, oby, boy, byo, the student will correctly identify the combination which matches the picture.*

The following pictures with their names written beneath them are necessary: cat, pig, cow, girl.

Make up four cards with one of the words—cat, pig, cow, or girl—written on it. Let students come and match the word on the card with the word under the picture. Next, make up two cards for each word with the letters of each word scrambled. Give the three cards to a student and ask him to read the card that has the same spelling as the picture on the

board and put it next to the picture and word. Increase difficulty by adding four scrambled words and one correct.

Auditory Discrimination

Objective: After hearing familiar sounds, the student will correctly identify the sounds.

Ask the students to close their eyes. Tell them you are going to make sounds which you want them to guess. Tell them when they know the answer to open their eyes and do what you did to make the sound.

Sample demonstration: clapping hands, sneezing, running in place, coughing.

Objective: Given single-syllable or one-syllable words, the student will respond to each one with a rhyming syllable or word.

Write the following words on the board: bing, bong, clang, rang. Say the following word, ring. Ask the students to tell you which of the four above words sound like ring.

Then say a word and ask the child for a rhyming word.

Objective: Given sets of five words, two of which have the same initial consonant, the student will correctly identify the two words that have the same initial consonants.

Put pictures with the words next to them on the board: pan, ring, boat, dog, bat, girl.

Ask the students to identify the pictures; then ask them to look at the words and see how the words are alike. Continue this procedure with other pairs of words containing the same initial consonants.

Put the following three pictures and words on the board: car, dog, cat.

Ask students to select two words which begin with the same initial consonant. Continue procedure with other examples using two similar, one distractor, then two similar, two distractors, two similar, and three distractors.

Eliminate pictures and begin with two words and one distractor until reading two similar and three distractors.

Objective: Given sets of five words, two of which have the same ending consonant, the student will correctly identify the two words that have the same or alike ending consonants.

Use same procedure as used above with initial consonants, substituting final consonant.

Attempts To Read

Objective: Given a book with pictures, the student will make some overt response to the picture.

Select a book with large colorful pictures. Open book to one of the pictures and make up a story about the picture. Call on students to make up stories about subsequent pictures.

Objective: Given a book he likes, the student will originate his own name for the book.

Display a large variety of books on a table. Cover the title of the books with slips of paper. Ask students to look at the book and think up a good title for it.

As a prerequisite, teacher could show students that objects in life have more than one name; therefore, books too can have other names than those given to them.

Objective: Given an unfamiliar book with pictures, the student will tell a story from the pictures in the book.

Show students pictures depicting other children playing, jumping rope, etc. Ask the students if they can tell a story about what is happening in the picture. Then open to a page in a book with which students are familiar. Ask students to describe what is happening in the picture shown. Then open to a picture in a book which students are not familiar and ask students to tell a story about what they see.

Objective: Given a book of his choice, the student will ask or show in some way that he wants to read from the book.

Begin telling the students a story from a book with which they are familiar. Ask a student if he can find the book in which he will find the story you have begun telling. Stop the story before an exciting part and wait for students to respond that they want to hear the rest.

Objective: Given a book or story that introduces new words, the student will memorize at least two of the new words he encounters.

Once the new words which are to be memorized are determined, the following techniques can be used to teach the new words.

1. Ask child to find a picture of the word and the teacher will write the word next to the picture.
2. Make a flash card of the word.
3. Using words already known, add new words to the list and put words on cards. Games such as fish or bingo can also be played.
4. Make different students responsible for knowing different words on a specific page. When a student's words come up, he must read and say them.

Objective: Given a reading selection containing new words, the child will ask the teacher for help with at least one of the new words.

Tell the students that you just received a secret message and each student has part of the message. Call on the students to read their part of the secret message and write it on the board. Tell the students that if they don't know one of the words to ask for help from the teacher. Then read the entire secret message. The message could conclude with, "It's now time to go outside and play" to reward students.

Objective: Given several opportunities to read, the child will demonstrate a desire to read at each opportunity.

After the child has read anything, he should be commended for a good job so that on subsequent attempts at reading he will try again. Other techniques which can be used to entice children to volunteer to read are:

1. Praise child for previous excellent reading, "John did such a good job reading yesterday."
2. Select child who likes animals to read about them. "Susan, this is about a kitten; you love kittens, why don't you read this for us."
3. Make a game out of reading, such as whoever reads x amount this week becomes the teacher for 5 minutes.

Objective: Given an opportunity to go on to another activity while reading, the student will demonstrate reluctance to stop reading.

Some techniques to keep students actively involved and reluctant to leave a reading situation when offered alternative situations are:

1. Make sure that the child is actively involved through dramatization, "Show me what you would do if you were in this situation."
2. Read a story which the child wants to hear; let the child select the story or book to be read.
3. Read story with expression, conveying the story's mood and excitement.

Objective: Given a situation in which another child is reading and encountering some difficulty, the student will try to help the other child with his reading.

Divide students into pairs matching one better reader and a reader who sometimes encounters difficulty. Allow pairs to select a book or story to read. Tell each pair of students that for one half of the book one child will be the student and the other child the

teacher, and for the other half of the book their roles will be reversed.

Objective: Given an opportunity to bring books from the library or home to read, the student will bring at least one to class that he wants to read.

Create an opportunity in the class for the students to share things they like or things they have done with others in the class--such as a show and tell time. Express to the students that this also includes not only toys or trips but also books they have read or have been given. Each time the teacher finds a book which she wants to read to the class, she should tell about it in show and tell.

Sound-Symbol Correspondence

Objective: Given a printed letter, the student will attempt to make its sound.

Either draw or put up pictures of the following items on the board: ball, drum, doll, bat, balloon, dog. Ask the students if they can say the word which the picture depicts. Write the word under the picture. Do one letter group at a time. Ask students what letter all the "B" words begin with. Ask what sound does the "B" make. Have students give additional examples of words which begin with "B." Then when children are ready, write the letter "B" on the board, ask students what sound the letter makes and to give another word which begins with the same sound.

Objective: Given a sound, to select the letter that corresponds to it.

Write the following letters on the board: B, D, F, T, M. Tell the students you are going to say a sentence and each word in the sentence begins with the sound. After being told the sounds of the five letters, have them tell which sound belongs to the sentence.

Big Bessy bakes blue beans.
Daffy Duck dries dirty dishes.
Fat Florence fried five fishes Friday.
Tiny Timmy ties two tan tissues.
Miss Mary married Mr. Mark Marshmallow.

Objective: Given a printed word, the student will attempt to pronounce it.

Place a group of familiar pictures on the board. Ask students to identify a picture. Under the picture write the word it represents. Cover pictures and see if the children can say the word. Then mix up the words under the pictures and see if the children can correctly match words to pictures.

Objective: Given the sound of a word, the student will select the word which corresponds to it.

Make up a set of cards with pictures on one side and words on the reverse side. Allow students to play with cards and become familiar with words and pictures. Using cards, tell students you will say a word and you want them to hold up the picture of the word. Next, they are to hold up the word written on the back of the picture.

Objective: Given the name of a letter, the student will select the correct printed letter.

Make up a set of cards which contain the letters of the alphabet. On one side put pictures of words which begin with a letter; on the other side, the letter. Then say to children, e.g., "I am thinking of a letter which the word balloon begins with B. Show me a B." Later on, no hint provided.

Objective: Given a letter, the student will name it. Use same procedure as above. Do not give a hint.

Objective: Given a printed sentence, the student will read it aloud.

Put a picture sentence on the board, e.g.,

The____ ran to the_____.
(boy) (house)

Have children substitute the word for the picture. Then have children read sentence, using only words.

Objective: Given new combinations of printed letters, the student will read them aloud.

Using nonsense syllables, draw strange-

looking characters on the board. Tell students they have funny names, such as Zat, Rup, Blam. Tell them you'll give them hints to figure out their names, such as:

Zat—Hint—My name rhymes with hat, fat, sat.

Yim—Hint—My name rhymes with him, slim.

Rup—Hint—My name rhymes with cup, pup.

Blam—Hint—My name rhymes with clam, slam.

Word Meaning and Vocabulary

Objective: Given 10 rows of three pictures in each row, the student will circle two pictures in each row that begin with the same consonant.

Hold up a series of pictures whose names begin with the same initial letter. Ask students to name the pictures. Ask students what is similar about all the names of the pictures. Then take two pictures which begin with the same letter and one which begins with a different letter. Ask students to identify the pictures. Write the names on the board. Ask the students which two begin with the same initial letter. Ask a student to point to pictures or circle pictures which begin with the same initial letter. Give students multiple opportunities to practice.

Objective: Given a list of words and a picture representing one of them, the student will identify the word which names the picture.

Using words with which the student is familiar, place on the board a picture of a dog. Next to the picture write the following words: CAT, RAT, DOG, LION. Ask the students to read the words after they have identified the picture. After reading each of the choices, ask students if this is the word which belongs with the picture and why.

Objective: Given appropriate supplies, the student will develop concepts of left and right.

Put a red string on a child's right hand, a blue string on his left hand. Ask him to come to the front of the room to play the following game:

Have the student make believe he is driving a car. He has to go on a trip. With chalk make a road on the room's floor with right and left turns. Have the child signal when making the necessary turn by saying, "Right turn" and raising appropriate hand.

Objective: Given 26 letters of the alphabet, the student will recite them in correct sequence, calling each by its correct name.

Put a letter of the alphabet on a piece of tag board. Then let each student wear a letter. Tell the students they are going to form a letter train. Place the letters in alphabetical order, and make one of the students the train engineer. Have the train engineer call out the names of the letters. Have students change roles.

Objective: Given a scrambled list of lowercase and upper-case letters, the student will arrange them correctly.

Write the lower- and upper-case letters on individual cards. Place cards on children. First, put children in alphabetical order. Then mix them up. Select one child to put the letters back in correct sequence.

Objective: Given a passage to read aloud, the student will observe punctuation marks and vary his voice accordingly.

Write out a short passage. At the end of each sentence put a large hand with a stop sign to represent the period. If it's a question mark, draw it large. Use large punctuation symbols until the students recognize what to do when they approach them.

Objective: Given a list of words and an unfamiliar word in a sentence, the student will use the context of the sentence to determine the word on the list which has the same meaning as the unfamiliar one in the sentence.

Use very strange words as the unfamiliar word, such as gargantuan, tremendous, etc. Once the child has identified the probable meaning of a word, he may be able to identify it in a list. An illustrative sentence might be: The giant was 9 feet tall; his fingers were as big as five large balloons; his body was the size of a car; mother said the giant was so big, he was gargantuan.

Concepts

Objective: Given an illustration and several words, some of which are distractors, the student will select those words which describe the picture.

Show a familiar picture such as a cat to the students. Ask students to describe what they see. Put another picture such as a cow on the board. Ask students if the animal goes bow wow, moo moo, or ba ba. Place other pictures on the board with correct descriptors and distractors. Ask students which apply and which don't. Ask students which animals or things the distractors describe.

Objective: Given two groups of words, the student will match words from one group to another that are changed forms, example: chick, hen.

Show students two pictures—one of a kitten and one of a grown cat. Ask students how these two are different. Do this with other animals. Then write only the names of young animals and grown animals and have students match the correct ones and tell why.

Objective: Given one group of words and groups of antonyms for the first group, the student will correctly match word opposites between the two groups.

Show students two pictures depicting opposite situations, such as winter and summer. Ask students why these are different and how. Give additional examples if necessary. Have students match pairs of opposites.

Objective: Given an illustration and several sentences, some of which include distractors, the student will select those sentences which relate to the picture.

Show students a picture. Have the students describe what they see in the picture; write some observations on the board. Show another picture. Tell students that some of the things written on the board are not in the picture and some are. Ask students if they see things which are not in the picture which the teacher is making up. Ask students to pick out only those sentences which describe the picture.

Objective: Given several pictures leading to a conclusion and a final picture which reveals their outcome, the student will state why the conclusion is logically correct.

Give students several pictures, e.g., a boy looking at an apple tree, apples falling down, a boy picking up apples. Ask students what they think happens next and why.

Objective: Given a number of different items, the student will classify them into categories.

Use pictures of the following items: apples, pears, oranges, and bananas. Ask students what all of these are called. Ask for other examples which would fit under the category of fruit. Do similar examples with clothes, money, furniture, seasons, etc.

Details

Objective: Given the opportunity to listen to a given story, the student will recall its details by drawing a story to illustrate them.

Select passages or stories which are highly descriptive, involving things like a clown, red baby hair, large eyes which looked square, round nose, etc. These qualities will make it easier to remember. Read passages to the students and ask them to draw pictures about them.

Objective: Given the opportunity to listen to a given passage of dialogue from a story, the student will identify the speaker from the story.

Read a story to the students and encourage them to dramatize it. Then ask students to either close their eyes or turn their chairs around. Ask students to try to guess which character in the story is speaking.

Objective: Given a familiar story, the student will recall details from the story.

Tell students a familiar story. Have students try to retell the story as precisely as they can. Another technique to recall details is to have students listen to a story and put details from several stories on cards. Have students draw cards and tell whether the event happened in the story just told or another story.

Objective: Given a reading selection and a list of incomplete sentences based upon it, the student will complete each sentence by filling in the appropriate detail from the selection.

After reading a selection, select events which are outstanding and easy to remember. Write down an event in a sentence, such as, "Mark looked out the window and saw a purple spotted cat." Divide sentence into parts. Ask students to put the parts together to form a whole sentence, or put sentence fragments on cards. Have students hold cards. Select a student to put parts of sentences together.

Objective: Given a paragraph the student will locate the sentence which answers a specific question.

Give students a paragraph to read; ask them questions about the paragraph in riddle form, e.g.:

> The sleepy puppy ran after the ball. He stumbled and bumped into a chair and table. The ball rolled under a sofa and the puppy chased after it. Two hours later the children were looking for their puppy. They found him asleep under the sofa with the ball under him.
>
> Question: I am small and fluffy.
> I am a _____

Objective: Given the same set of directions twice with one step omitted in the second presentation, the student will identify the omission.

Tell the students they are going to play a game. You will read the directions twice. The first time they are to listen; the second time they are to follow the directions:

Put your hands on your head.
Put your right hand on your shoe.
Put your left hand on your shoe.

Repeat directions omitting one of the directions. Ask the students which direction was omitted.

Objective: Given a reading selection and a set of conclusions, the student will identify the logical conclusions.

After reading a selection, tell students that there are three ways in which the story can conclude. Read through the three choices, making the two distractors very obviously false. Continue using this technique making distractors more appealing and more difficult to differentiate from the correct response.

Objective: Given a short story and a list of how-and-why questions based on its content, the student will infer and state the answer to each one.

Put a list of sentences on the board which imply a particular happening. Ask students to

guess what the happening or activity is which is being implied.

Objective: Given a reading assignment, the student will demonstrate his retention of ideas by identifying the main ideas of that reading passage after a period of time has passed.

Tell the students that you are going to read them a secret message in the morning. Tell them they are to repeat the message to a friend in the afternoon or later on that morning. The secret message can be "When the clock reads 10:00 a.m., go to the cafeteria and pick up the morning milk," or "We'll have a play period."

Sequence

Objective: Given a set of five pictures in scrambled order, the student will arrange them in logical sequence.

Use sequence pictures which are familiar to children, such as a child taking ball from the room, a child going out to play, playing with a ball, rain beginning, mother calling child in. Or have a child relate an event, drawing events in sequence. Do this with several children; then put a series of pictures on boards or cards and let the students place them in sequential order.

Objective: Given the opportunity to listen to a given story, the student will retell its events in sequence.

Begin with stories which are familiar to the child, such as fairy tales. Tell the story and have a child retell the story. Then ask a student to tell a story and have another child retell it. This can be made into a game by having one student whisper a story to another, and retell it down a line of students until the last student in line has heard the story. Have the last student retell the story he's heard.

Objective: Given a familiar story, the student will retell the story in proper sequential order.

Use fairy tales which are familiar to the student. Have the teacher show pictures from a particular story, show the pictures to students, and ask students to tell the story, using the pictures.

Objectives: Given a group of sentences depicting a familiar series of events in scrambled sequence, the student will arrange the sentences in proper order.

Tell or read a familiar story to the students. Ask a child to retell the story in his own words. Write sentences on the board about events in the story. After the student has retold the story, ask him to read the sentences and put the sentences in the order in which they occurred in the story.

Objectives: Given a story and a set of scrambled pictures depicting its content, the student will arrange these illustrations in the order of their occurrence in the story.

Ask students to read a story and then relate it. Have students tell the story, using the illustrations in the book. Then ask students to put a scrambled set of illustrations in the sequence in which they occur within the story.

Objective: Given a set of scrambled sentences describing a sequence of activities, the student will arrange them in appropriate chronological order.

Ask a student to describe an event which has happened to him; write sentences on the board. Have the student read the sentences and ask if the sentences are in the correct chronological order; then ask several students to do similar tasks. Give students several sentences and see if they can arrange them in chronological order.

Objective: Given a familiar story, the student will tell the story in correct sequential order.

Have the student select a story he likes and knows. Retell the story to the student in an

incorrect sequence. Ask the student if the story has been retold correctly. Ask him to retell the story correctly.

Main Ideas

Objective: Given a picture depicting an activity, the student will state what is illustrated.

Give the students illustrations which show children playing ball, jumping, swimming, etc. Move on to more difficult activities—chopping wood, etc. Ask students to describe what activity is taking place in the picture.

Objective: Given a picture without a title, the student will state a title which relates to the content of the illustration.

Select pictures which students have drawn; ask students to give the pictures a title, stating why they entitled the picture so.

Objective: Given a written selection, the student will compose a title suitable to the material.

As a group, help students to write an experience story. Ask the students to state a title for their story. Also read stories composed by other students and allow students to entitle the stories.

Objective: Given a picture with a list of sentences, the student will select the sentences which best describe the illustration.

Select a picture which children are familiar with, such as one taken from a favorite book. Place a list of sentences on the board, some of which relate to the story and others that are totally unrelated. Ask the students to select those sentences which apply to the illustration.

Objective: Given the opportunity to listen to a story read orally, the student will choose from a list of sentences those which best describe the main idea of the story in his own words.

Read short, well-known stories and let the students tell what the story is about. Then read other stories and give several choices describing the story. Have students select the correct response. Discuss why the response selected is the best and others are not.

Objective: Given a series of pictures telling a story, the student will state the main idea of the story in his own words.

Ask students to tell their own stories and draw pictures to illustrate them. The teacher can also tell a story and ask students to describe illustrations that go with the story. Have students describe the story, stating what they think is the main idea.

Objective: Given a story to read, the student will state the main idea of the story in his own words.

Select a well-known story for the students to read and ask them to tell what the story is about. Then allow students to select their own story and illustrate it by drawing a picture of the main idea and telling about it.

Objective: Given a story to read, the student will state the main idea of the story in his own words and support his choice with two details from the story.

Give a list of sentences which give details about a story the student is describing. Allow the student to describe the main idea and to select those sentences which depict details within the story.

Characterization

Objective: Given pictures which illustrate different emotions, the student will select the pictures which depict a specific emotion.

Show students pictures depicting a laughing or happy face, a sad face, a frightened face, and a surprised face. Read a short story or passage about one of the faces; then have the students select the appropriate face for the story.

Objective: Given pictures of characters from a story, the student will correctly identify the characters by name.

Read a familiar story to the students. Ask them how they think the characters in the story would look. Show pictures of characters in the story and ask the students to name the characters.

Objective: Given a familiar story with a problem situation, the student will identify and evaluate actions and ethical problems of story characters.

Read students a familiar story or tell them a story in which the character has a problem to solve. Ask students if they have ever been in a similar situation. Have students relate stories. Have students identify problems and solutions in other stories told by either the teacher or classmates.

Literary Forms and Techniques

Objective: Given an opportunity to listen to a short poem, the student will identify rhyming words.

Select five or six poems which increase in length and difficulty. Have a student read the shortest poem, possibly two lines such as:

The man in the moon,
He picked up a spoon.

Ask the students to identify and underline the words which rhyme.

Add two more lines to the poem such as:

Containing his favorite delight
And proceeded to take a big bite.

Ask the students to identify the words which rhyme. Continue this procedure with subsequent poems.

Objective: Given the opportunity to listen to a short poem, the student will identify the rhyming couplets within the poem.

Use same procedure as described in preceding lesson plan. This can be varied by asking the student first to give two words which rhyme and then make up sentences in which each word occurs as the last word.

Objective: Given the opportunity to listen to a story, the student will recognize the fictional plot.

Make up an oral story such as:

> Once there was a little fish who had no friends because he was green and all the other fish were yellow. One day, a giant tuna came along and attempted to eat all the yellow fish. The tuna did not eat the lonely green fish because he thought he was a piece of seaweed. The little green fish swam directly in front of the tuna and the tuna started to chase him. The little green fish swam very fast and fooled the giant tuna. When he returned he had many friends.

Ask the students what they thought this story was about or its plot.

Objective: Given a humorous picture the student will identify what makes the illustration humorous.

Draw or show a picture of a man carrying his head in his arms. Ask the students whether this might be possible.

Grouping for Preschool Reading Instruction

Almost every teacher will concur that individualization is desirable and that all teachers should engage in individualizing instruction for their children. But preparing instructional activities which meet the reading needs of all preschool children is a trying task for even the most industrious teacher. One might well ask for an easier way of individualizing instruction.

The first means one might consider for providing individualized instruction is to establish environmental conditions within the classroom which enhance individual learning activities of young children. Figure 1 presents a classroom plan which opens up the classroom for individual activity through the use of learning centers. As can be seen, it is possible for children to work as individuals or as members of small groups on a variety of tasks such as reading, mathematics, art, and the like.

The second means one might consider for providing individual instruction is grouping.

Needs Grouping

A needs group is a short-term group formed by the teacher. Children within the needs group have a common deficiency in some aspect of their reading readiness or reading behavior; they receive intense practice for short periods of time in that particular area. For example, a teacher might have eight students in his class who exhibit a great deal of difficulty with visual discrimination. These students would form a needs group in which they would receive a great deal of practice in visual discrimination activities.

Whatever the reason or need, the children are grouped together for some common deficiency and are subsequently taught the skills they need. Once the particular skill has been taught and then mastered by the group members, the group can be disbanded.

Interest Grouping

An interest group is formed when several students wish to pursue a particular topic that motivates them. For example, several children in a class might demonstrate a desire to learn more about prehistoric animals. These children then comprise an interest group in which they do additional reading or reading-related activities, studying from supplemental sources like trade books, magazines, other reference books, and so on.

Like the needs group, the interest group is a short-term group that is disbanded once the children have satisfied their curiosity in a particular area. It is recommended that children in an interest group make the knowledge they have acquired available in some way to the other students in the class, either through oral reports or projects that can be shared with the rest of the class. Interest groups, again, may range from the very able to the slow learner; they are especially effective in the reading program to allow the student to use different materials.

Research Grouping

The research group is quite similar to the interest group, the most noticeable difference being the fact that the teacher assigns a topic to several students rather than allowing them to pick their own topic. The research group also is a short-term group composed of children with varying readiness or reading abilities. Research grouping lends itself to any reading approach.

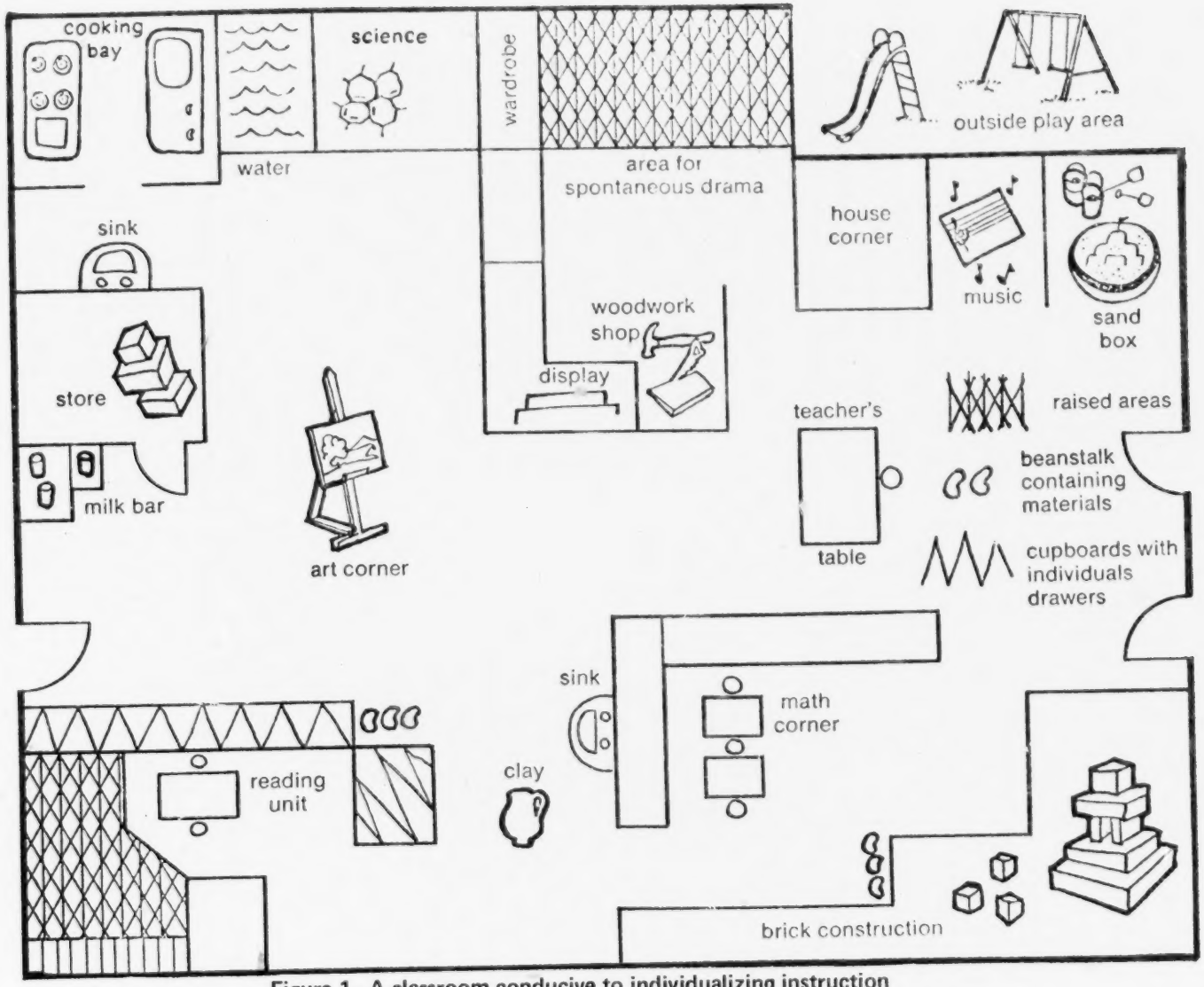

Figure 1—A classroom conducive to individualizing instruction

When a subject is being studied—science, social studies, and the like—the teacher may wish several students to pursue a portion of the unit in greater depth. Within a social studies unit, for example, the teacher may have several students research a topic like "clothes people wear" by exploring tradebooks, children's magazines, newspapers, or other supplemental material available. After a research group has completed its research on some aspect of the unit being studied by the entire class, the children should be encouraged to share their findings with the class by means of a report or project. Once the research or the unit of study has been completed, the group is discontinued.

The Ungraded Primary Plan

Another method of organization is the ungraded plan utilized in the preprimary and primary grades. Within this plan, a number of achievement levels for various content areas are established, each of which the child must master before proceeding to a more advanced level, such as the intermediate grades.

There are many advantages to this plan in terms of quality of instruction and teacher effectiveness. Children are allowed to proceed at their own rate, making it possible in many instances for children to complete the kindergarten and primary grades in 2, 3, or 4 years. In addition, barring any personality conflicts, children often remain with the same teacher for the duration of their primary grade career. This makes it possible for the teacher to come to know the pupil well and design instruction for him more efficiently. Inherent in this design is the added provision for individual instruction and closer evaluation.

There are limitations to this organizational plan, however, such as the task of organizing it and the difficulties of orienting preschool and primary teachers and parents to the plan.

Multigrade or Multi-age Grouping

The multigrade or multi-age grouping plan is a throwback to the one-room schoolhouse. The major thrust of this plan is based upon the idea that grouping should be accomplished utilizing *differences* of children, instead of similarities. Within this kind of organizational plan, it is hoped that some of the regimentation that has been associated with the graded elementary school might be reduced.

A typical classroom that uses multigrade grouping would have about the same number of children from kindergarten and the first three grades grouped together, or children from grades 4, 5, and 6 together. Since children do learn from pupils who are different as well as those who are similar, there is some rationale to this plan. The plans also forces the teacher to individualize his instruction since the variation of student capabilities is so great that common objectives for the group would be unworkable.

The limitations of this plan probably far outweigh the advantages. The foremost limitation is that the disparity in reading ability of the students grows and becomes increasingly more difficult to provide for than in a normal self-contained classroom. In addition, no amount of administrative supervision can assure that each child will receive the individual instruction he needs.

Motivating Children To Read

There are many techniques to make the classroom an appropriate place for reading instruction. The following are a few suggestions and aids designed to form a link between oral and written language and provide situations in which reading becomes a meaningful activity. The majority of the suggestions are not restricted to any level of difficulty, but can be adopted for use at most any level.

Classroom Labeling

Labels are an excellent way of allowing the child to associate "things" and symbols with oral and written language. Labels may be placed on chairs, desks, chalkboards, doors, bookcases, and other objects in the classroom well in advance of the child's instruction to a formal reading program.

To begin with, simple objects can be labeled. Later, the labeling can be further utilized by giving the child simple directions. For example, a lable by the sink might say, "(1) Turn on water, (2) Rub hands with soap, (3) Replace soap in soap dish, (4) Wash hands, (5) Rinse hands, (6) Shut off water, and (7) Dry hands."

Labels can also be used in conjunction with classroom activities—for instance, in a simulated classroom grocery, department store, doctor's office, or pet shop.

Recipe Reading

Children should be encouraged to read and follow directions. Activities like mixing paste or finger paints would be appropriate for preprimary and primary grade classes. These kinds of activities help the student to associate sound, symbol, and action in a meaningful activity and provide important practice in the ability to sequence and follow directions.

Classroom Games

There are literally hundreds of reading and spelling games on the market today that are appropriate for children of any age. Many games provide remediation of specific reading readiness and reading difficulties and are designed so that both fast and slow learners can play together. They provide practice in specific skill areas, and in sequencing and following directions. Many children who have severe difficulties learning via more conventional techniques make striking progress through the use of reading and spelling games.

Narrative Charts

Narrative charts are used often as a companion to the language experience approach. With the language experience approach to reading, children are encouraged to talk and write about their own experiences—things important to them. Narrative charts are a device on which findings or observations from field trips, nature study walks, science experiments, athletic events, and other individual and group experiences can be recorded. The chart serves as a constant reminder and reinforcer of words that are associated with particular experiences for the child.

Classroom Plans

Charts can also be used to record plans for field trips, projects, athletic events, or other functions. Charts can be made by the students or by the teacher who incorporates student suggestions. They can list simple safety rules or standards of conduct to be observed on outings, or "things to look for" during particular field trips.

Advertisement Collection

Clippings of advertisements is another inexpensive way to provide materials of interest to the students. Clippings are excellent reading materials and make good points of departure for class or group discussions. Catalogs can also be used as reading material; students enjoy looking up items in catalogs.

Classroom Graffiti Board

A large sheet of cardboard or similar material, used with crayons or felt markers, can compromise a classroom graffiti board. Children should be encouraged to write messages, draw cartoons, and in general use the graffiti board as a communicative device. This technique is effective with all children. It provides motivation to communicate via the written word.

Bulletin Board Displays

An old standby for encouraging reading is the bulletin board. Bulletin boards should be attractive and be frequently changed to focus students' attention on new events. Children should be encouraged to participate in developing the bulletin boards. In this way, they will regard the bulletin board as something they have created. Bulletin boards should also be adapted to various levels of difficulty to accommodate even the slowest and most reluctant learners.

Hobby Centers

Most children have hobbies, and they can easily be led into learning to read so that they can read about their particular hobbies. The scope is unlimited. Children should be encouraged to read about not only their hobbies but also other areas of interest they may not have considered. This type of material can be varied quite easily as to difficulty. Some children may need a great deal of structure in their reading of these materials; others may need little structure. The important thing is to provide the students with the information they want and need to know.

Relating Time to Reading

Another meaningful activity is to have children relate time (time of day, month, etc.) to number symbols. This establishes associations among symbol, sound, and referent. Children can keep personal calendars in which they note activities, events, television shows, and so on. In addition, a large classroom calendar can be constructed for use with class activities and events. Many activities can be constructed around the use of calendars, clocks, and other time-measuring devices.

Sign and Billboard Reading

Street signs and billboards provide yet another method of teaching reading as a meaningful activity. Children can copy billboard information they see everyday and use the information in classroom activities. Signs and product labels provide a means by which children can learn important words like *stop, go, walk, keep off, poison,* and *danger.*

Directions

Directions in the room—north, east, south, and west—can also be labeled. Besides providing reading experience, direction labeling can provide good practice in skills prerequisite for map reading.

Map Reading and Construction

Even very young children can learn a great deal from constructing and labeling their own maps. Either individually or in groups children can make maps of things and places that are familiar to them, such as playgrounds, the classroom, their homes. One possible activity is a treasure hunt using a map of the classroom.

Weather Charts

Another "real world" reading activity involves the use of weather charts in the classroom. Children can make individual charts of their own and/or contribute to a large classroom chart. Information about temperature, humidity, and such can be recorded on the

chart. Temperature ranges can be studied and compared to temperatures recorded during another month. Many other related activities can be utilized in conjunction with the weather chart. The chart also provides valuable practice in integrating mathematic skills with reading and developing higher order skills like the ability to make comparisons.

Photographic Stimuli

Many children have difficulty discussing or writing about activities like field trips, even a short while after the experience. And language charts often use more teacher language than student language. When children have trouble remembering the sequence of events or highlights of a trip, photographs can supply the needed additional stimulus.

They can be used in activities requiring descriptions to be made by the students. By labeling the pictures, the teacher can provide very important practice in relating written language to objects, events, and experiences.

Drama

Use drama as a support for reading. Role playing, improvisation, and other dramatic activities give youngsters a chance to translate the printed page or word into action. Instead of telling youngsters what a *smirk* or a *waddle* is, show them. By being shown, they gain, through visual experience, a "feel" of what is meant.

If a youngster has difficulty understanding the meaning of a word, he needs some kind of experience with the word for it to become real and usable in his own mind; and often dramatic activity is the quickest way to supply this experience. For example, if a youngster is troubled by a description of how a character walked or talked, he can be shown by the teacher or by other children who interpret the words through their actions. "Gamboling sheep" might make more sense to him after some children pretend to be sheep and gambol around the room. Also if children attempt to step into the shoes of the characters they are reading about, their understanding can be decidedly deepened. Furthermore, dramtic activity can reveal misunderstandings in reading and give the teacher an opportunity to provide the necessary experiences to overcome the misunderstandings. Frequently work in improvisation and role playing will lead to more sophisticated dramatic activity in which children write their own scripts or work from professionally written scripts. When this happens children will spend hours reading and rereading material until it "sounds right" to them.

Main Characters

After reading a story with children, ask them to find a picture that best represents one of the main characters. When the children return with the pictures, there will usually be as many different pictures as there are students. The job will then become one of looking at the original text to see whether the pictures fit the description. This procedure not only is enjoyable for youngsters, but also teaches them to read closely. This can also be done for descriptions of scenes, objects, and so forth.

Picture Narratives

Use pictures as the basis for making picture narratives. A picture narrative is a single picture or series of pictures that tells a story; sometimes it is accompanied by words. Examples of picture narratives abound in the works of Norman Rockwell. James Thurber's *The Last Flower* is a good example of a picture narrative accompanied by words. His "Hound and the Bug" is a good example of a wordless picture narrative. The pictures in such narratives can consist of photographs, paintings, drawings, cartoons, or objects. For example, a picture series could show a youngster smiling, then in a store buying an ice cream cone, licking the cone, the cone on the ground, the youngster crying, and a woman handing the crying youngster a coin. When children are given a series of pictures such as

these they are able to make up a verbal narrative line with ease. Their stories can then be written down and compared with others. They will differ because children will not always choose the same order. They can caption the pictures on story boards and exchange them. The pictures can be removed each time and attached to a new story board. Actually, some youngsters can draw their own pictures and caption them. When youngsters compare what they have written—the teacher may choose to take dictation—with what others have written, considerable reading goes on. This reading can lead to improved future writing as youngsters pick up ideas, words, phrases, and techniques from each other.

Word-Picture Collages

Have children make word-picture collages. This allows them to create something while at the same time inducing them to read. A word-picture collage is simple to make. It consists of words and pictures pasted on cardboard or some other backing and usually is centered on a particular theme such as school, how I see myself, my best friend, my neighborhood, and so forth. Children are given magazines, circulars, and anything else that has pictures and words in it that can be cut up. The children then begin searching for words and pictures that fit their theme. As these are found, they are pasted on a surface in some kind of order. For example, a youngster showing his reactions to the zoo could include pictures of bears, tigers, camels, etc.; and along with these he might include supporting words such as *fierce, mammoth, furry, bristly, slink, pace, sleepy-eyed,* etc. These could be pasted on a board cut in the shape of a bear or anything else dealing with the zoo. In order to find appropriate words to support their ideas, children often read hundreds of words to find the one that fits. Frequently it is wise to have children work in pairs. This gives them an opportunity to talk about words. Such talk can significantly contribute to language growth, for in working with one another youngsters have the opportunity to raise questions about meanings, compare ideas, discuss the similarity of words, and so forth. The talk is purposefully directed and often more valuable than whole class discussions.

Books

Books that are full of pictures and illustrations will often attract children to reading. Have many photography books, art books, collections of cartoons, insect books, books written by children (including those published in your own classroom), and any other kind of reading materials that says, just by its looks, "Read me!" Often a youngster will leaf through such books and now and then read captions; then he soon may find himself fully engrossed. A classroom needs a variety of books to attract to reading the variety of children in the classroom.

Recordings

Bring recordings of stories, plays, and poems to class and have the children listen to several over a period of weeks. Discuss these as you go along, pointing especially to the professional quality of the work (sound effects, music, appropriateness of the voices used, and so forth). As youngsters become aware of how these are done, it will become possible for them to imitate these models and make their own productions. Class stories, plays, and poems can then be prepared by small groups in the class. These can be taped and played for the other children.

The above suggestions offer only a few ideas for varying reading instruction and making it a more meaningful activity for the young child. Hopefully, these ideas will be considered, experimented with, adapted, and built upon in an effort to teach purpose in reading as well as process. The underlying premise of these suggestions is that besides *what* a child reads, *how* he feels while he is reading, and *what* he feels about the reading process are important variables each and every teacher must consider.

Materials and Books for Preschool Reading Instruction

Today, more then at any previous time, abundant materials suitable for preschool reading instruction are available. They range from traditional workbooks to elaborate audiovisual materials. Time and space prohibit detailed descriptions of all the materials available. However, following are some instructional materials which may be obtained from the publisher listed. Admittedly, this list is not exhaustive.

Addison-Wesley Publishing Company
Sand Hill Road
Menlo Park, Calif. 94025

The Addison-Wesley Learning Readiness and Language Experience Kit. Preschool kit; complete readiness program

Allied Education Council
P.O. Box 78
Galien, Mich. 49113

Shape Matching. Workbook; preschool—grade 3; primary; readiness; paperback, 1968

Shape Completion. Workbook; preschool—grade 3; primary; readiness; paperback, 1969

Shape Analysis and Sequencing. Workbook; preschool—grade 3; primary; readiness; paperback, 1969

Alphabet and Common Nouns. Workbook; preschool—grade 3; primary; readiness, work recognition—vocabulary; paperback, 1968

Books 1—10. Workbook; grades 1—6; adult; readiness, word recognition-vocabulary; paperback, 1967, 1969

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Mass. 02111

Our Book. Visual aid; kindergarten; primary; readiness; 1968

Big Book. Visual aid; grade 1; primary; readiness, word recognition-vocabulary; 1968

Sheldon Phonics Charts. Visual aid; grade 1; primary; readiness; 1964

Picture Cards. Visual aid; grade 1; primary; readiness; 1968

American Book Company
55 Fifth Avenue
New York, N.Y. 10003

Fun for All. Reader; kindergarten; primary; other; readiness, word recognition-vocabulary; paperback, 1965

Alphabet Cards, Alphabet Picture Cards, Word Cards. Visual aid; grade 1; primary; readiness, word recognition-vocabulary; 1969

American Education Publications
55 High Street
Middletown, Conn. 06457

Weekly Reader Preschool Program. Enrichment reader; preschool; primary; readiness; paperback, 1966

Zip's Book of Wheels. Enrichment reader; preschool; primary; readiness, interests and taste; paperback

Zip's Book of Puzzles. Enrichment reader; preschool; primary; readiness, interests, and taste; paperback

Zip's Book of Animals. Enrichment reader; preschool, kindergarten; primary; readiness, interests, and taste; paperback

My Weekly Surprise. Enrichment reader; kindergarten; primary; all skills; paperback

Teacher's Ed. Paperback

Weekly Reader Children's Book Club Primary Division (Many titles available). Enrichment reader; kindergarten; grade 2; primary; readiness; paperback

Buddy's Book of Puzzles. Enrichment reader; grade 1; primary; readiness; paperback

Phonics and Word Power-Program 1. Enrichment reader; grade 1; primary; readiness, word recognition-vocabulary; paperback

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minn. 55014

Peabody Language Development Kits

Level P. Boxed developmental materials; preschool, kindergarten; primary; readiness, word recognition-vocabulary; 1968

Level I. Boxed developmental materials; grade 1; primary; readiness, word recognition-vocabulary; 1965

Level II. Boxed developmental materials; grade 2; primary; readiness, word recognition-vocabulary; 1969

Level III. Boxed developmental materials; grade 2; primary; readiness, word recognition-vocabulary, comprehension; 1967

Peabody Rebus Reading Program

Red and Blue Are on Me, Reader one. Supplementary reader; grade 1; primary; readiness, word recognition-vocabulary; paperback, 1969

Can You See a Little Flea? Reader two. Supplementary reader; grade 1; primary; readiness, word recognition-vocabulary; paperback

Supplementary Lessons Kit. Boxed developmental materials; preschool; kindergarten; primary; readiness, word recognition-vocabulary; paperback, 1969

Behavioral Research Laboratories
Box 577
Palo Alto, Calif. 94302

Readiness in Language Arts Program, Books 1-6. Visual aid; kindergarten, grade 1; primary; readiness; 1967

Teacher's Ed. Paperback, 1967

Reading Program, Books 1-12. Reader; grades 1, 2; primary; other; readiness, word recognition-vocabulary; paperback, 1966

Reading Program, Workbooks 1-16. Workbook; grades 1-3; primary, intermediate; readiness, word recognition-vocabulary; paperback, 1967

Alphabet Cards. Boxed developmental materials; kindergarten, grade 1; primary; readiness; 1968

Coloring Books. Audiovisual; kindergarten; primary readiness; paperback, 1968

Word Cards. Boxed developmental materials; kindergarten, grade 1; primary; readiness, word recognition-vocabulary; 1968

Pictorial Color Cards. Boxed developmental materials; kindergarten; primary; readiness; 1968

Continental Press, Inc.
520 East Bainbridge Street
Elizabethtown, Pa. 17022

Independent Activities 1 and 2, Pre-Printed Master Carbon Units. Workbook; kindergarten; primary; readiness; 1958

Seeing Likenesses and Differences 1, 2, and 3, Pre-Printed Master Carbon Units. Workbook; kindergarten, grade 1; primary; readiness; 1964

Long and Short Vowels, Pre-Printed Master Carbon Units. Workbook; grade 1; primary; readiness, word recognition-vocabulary; 1966

Variant Vowel Sounds, Pre-Printed Master Carbon Units. Workbook; grade 1; primary; readiness, word recognition-vocabulary; 1967

Phonics and Word-Analysis Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; kindergarten; primary; readiness; 1966

Supplementary Reading Art Activities 1 and 2, Pre-Printed Master Carbon Units. Workbook; kindergarten, grade 1; primary; readiness; 1964

Visual Readiness Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; kindergarten, grade 1; primary; readiness; 1958

The Reading Fundamentals Program-Visual Motor Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; kindergarten, grade 1; primary; readiness; 1958

The Reading Fundamental Program-Visual Discrimination 1 and 2, Pre-Printed Master Carbon Units. Workbook; kindergarten, grade 1; primary; readiness; 1958

The Reading Fundamentals Program-Thinking Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; kindergarten; primary; readiness; 1958

The Reading Fundamentals Program-Beginning Sounds 1 and 2, Pre-Printed Master Carbon Units. Workbook; kindergarten, grade 1; primary; readiness; 1958

The Reading Fundamentals Program-Rhyming 1 and 2, Pre-Printed Master Carbon Units. Workbook; kindergarten, grade 1; primary; readiness; 1958

Reading-Thinking Skills (16 volumes), *Pre-Printed Master Carbon Units.* Workbook; kindergarten–grade 6; primary; intermediate; all skills; 1963

Economy Company
1901 North Walnut, Box 25308
Oklahoma City, Okla. 73105

Individual Lesson Folders. Workbook; grades 1-3; primary; readiness, word recognition-vocabulary; paperback, 1969

Oral English, Learning a Second Language, Pupil's Book. Supplementary reader; kindergarten–grade 3; primary; readiness; paperback, 1969

Language Development Cards, Group B. Visual aid; kindergarten–grade 3; primary; readiness, word recognition-vocabulary; 1969

Wall Charts (3). Visual aid; kindergarten–grade 3; primary; readiness; 1969

Pocket Chart. Visual aid; kindergarten–grade 3; primary; readiness; 1969

Sounds and Stories (Packet of 20 pace tapes). Audio aid; grades 1–3; primary; readiness, word recognition-vocabulary; 1969

Language Development Cards, Group A. Visual aid; kindergarten–grade 3; primary; readiness; 1969

Kindergarten Keys fulfills the following requirement specified by kindergarten specialists:
A good kindergarten program provides certain basic elements.

- *Varied Activities*

  During the first week of school the teacher using *Kindergarten Keys* will introduce the children to various kinds of activities: play activities in a number of work and play centers; listening to stories, poems, and interesting factual material about the home and family; oral language activities; art; music and musical games; and guided physical education.
  The child soon learns how to use the activity wheel, which pictures several different kinds of activities for him. He is assigned to two activities each day but may request an option if he prefers.

- *Adequate Materials*

  The laboratory materials in *Kindergarten Keys* are those necessary for conducting a complete curriculum in perceptual learning. Included are a basic library of picture books, storybooks, and songbooks, geometric templates and shapes for teaching mathematical concepts and art; color charts; number charts; 268 picture concept cards and 336 vocabulary cards for language arts, mathematics, science, social studies, and reading readiness; a pocket chart for teaching concepts of time, weather, and sound-symbol relationships; and *Up We Go,* the pupil's activity book. *Up We Go* is both a teaching tool and a measuring instrument, providing meaningful activities for the child and a specific developmental plan for measuring behavioral performance. The teacher is given suggestions for handling individual differences through extended activities. Suggestions for teacher-parent and -child counseling are augmented by keeping the record of progress appearing in the pupil's activity book. This report sheet is attached at the beginning of school and kept in the child's record folder.

- *Adequate Equipment*

  The only materials not furnished in *Kindergarten Keys* are those expected to be found in most schools, such as crayons, paints, easels, chalk and bulletin boards, and standard classroom and playground equipment.

Educational Activities, Inc.
P.O. Box 392
Freeport, N.Y. 11520

Make-A-Story Cards. Visual aid; preschool–grade 1; primary; readiness; 1968

Plastic Letters and Numbers. Visual aid; preschool–grade 1; primary; readiness

Listening with Mr. Bunny Big Ears (Records). Audio aid; preschool–grade 2; primary; readiness; 1965

Listen and Learn with Sparky Coloring Work-Manual. Workbook; kindergarten–grade 2; primary; readiness, word recognition-vocabulary; 1968

Sound Tunes (Record). Audio aid; kindergarten–grade 2; primary; readiness; 1968

Meet Mr. Mix-Up (Record). Audio aid; kindergarten–grade 2; primary; readiness

Flash Cards. Visual aid; kindergarten–grade 2; primary; readiness; 1966

Who Said It (Record). Audio aid; kindergarten–grade 2; primary; readiness; 1966

Flash Cards to Accompany Record. Visual aid; kindergarten–grade 2; primary; readiness, word recognition-vocabulary; 1966

Basic Elementary Spelling Skills Volumes 1-5 (Records). Audio aid; grades 2-6; primary intermediate; readiness, word recognition-vocabulary; 1967

Educational Developmental Laboratories, Inc.
284 Pulaski Road
Huntington, N.Y. 11743

Accuracy Tach-X Set ABC (25 filmstrips). Visual aid; grades 1-3; primary; readiness

Instructor's Guide. Paperback

Tach-X Accuracy Set DEF (25 filmstrips). Visual aid; grades 4-6; primary; readiness

Look and Write, An Eye-Hand Coordination Workbook. Workbook; kindergarten; primary; readiness; paperback

Game Library Sets. Visual aid; kindergarten–grade 2; primary; word recognition-vocabulary, comprehension, interests, and taste; paperback

Weston Woods Aud-X Libraries (Filmstrips and recordings). Audiovisual aid; kindergarten–grade 3; primary; readiness, interests, and taste

Look and Do Visual-Motor Activities Kit. Visual aid; kindergarten–grade 1; primary; readiness

Aud-X Readiness Set, AX-R3 (29 filmstrips and recordings). Audiovisual aid; kindergarten–grade 1; primary; readiness

Aud-X Readiness Book R-3. Workbook; kindergarten–grade 1; primary; readiness, word recognition-vocabulary; paperback

Aud-X 4-20 Word Instruction Film Strips and Recordings (51). Audiovisual aid; grade 1; primary; readiness, word recognition-vocabulary

Set 86-100 Controlled Reader Processing Filmstrips (15) *and Tach-X Word Recognition Filmstrips* (5). Visual aid; grades 2, 3; primary; readiness, word recognition-vocabulary

CR-PT 9-40 Processing Training Story Filmstrips (32). Visual aid; grades 1, 2; primary; readiness, word recognition-vocabulary

Set 41-55 Controlled Reader Processing Filmstrips (15) *and Tach-X Word*

Recognition Filmstrips (5). Visual aid; grade 2; primary; readiness, word recognition-vocabulary

Set 56-70 Controlled Reader Processing Filmstrips (15) *and Tach-X Word Recognition Filmstrips* (5). Visual aid; grades 2, 3; primary; readiness, word recognition-vocabulary

Set 71-85 Controlled Reader Processing Filmstrips (15) *and Tach-X Word Recognition Filmstrips* (5). Visual aid; grades 2, 3; primary; readiness, word recognition-vocabulary

Aud-X Reading Sheets 1-11. Reader, workbook; kindergarten–grade 1; primary; word recognition-vocabulary, comprehension, interests, and taste

TX 1-40 Tach-X Word Recognition Filmstrips (10). Visual aid; kindergarten–grade 2; primary; word recognition-vocabulary

Tach-X Word Recognition Book 1-40. Workbook; kindergarten–grade 2; primary; word recognition-vocabulary; paperback

Listen–Look–Learn System

Readiness Pictures Set 4c (25 filmstrips). Visual aid; kindergarten; primary; readiness

Motility Training Series, Set CR-MT (15 filmstrips for controlled reader). Visual aid; kindergarten–grade 3; primary; readiness

My Skills Sheets (1-70). Boxed developmental materials; kindergarten–grade 3; primary; all skills

Educational Games, Inc.
200 Fifth Avenue
New York, N.Y. 10010

Spin-A-Shape. Teaching machine or device; preschool–grade 1; primary; readiness

Colors and Numbers. Teaching machine or device; preschool–grade 1; primary; readiness

Learning Numbers 1-5. Teaching machine or device; preschool–grade 1; primary; readiness

Shape Up. Teaching machine or device; preschool–grade 1; primary; readiness

Wonder Words. Teaching machine or device; kindergarten–grade 3; primary; word recognition-vocabulary; 1966

Whole and Half. Teaching machine or device; preschool–grade 1; primary; readiness

Up and Down. Teaching machine or device; preschool–grade 1; primary; readiness

In and Out. Teaching machine or device; preschool–grade 1; primary; readiness

Billy and Judy. Visual aid; preschool–grade 1; primary; readiness

TV Teacher. Visual aid; preschool–grade 1; primary; readiness

Imagination Stage. Visual aid; preschool–grade 1; primary; readiness

Learning Stage. Visual aid; preschool–grade 1; primary; readiness

Encyclopaedia Britannica Press
425 North Michigan Avenue
Chicago, Ill. 60611

Language Experiences in Reading Level III Pupil Book. Workbook; grade 3; primary; readiness; word recognition-vocabulary, study skills; paperback, 1967

Language Experiences in Reading. Two hundred prereading instructional techniques to develop communication skills leading to reading and writing ability

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, N.Y. 11435

Reading Readiness-Educational Filmstrips. Visual aid; grade 1; primary; readiness, word recognition-vocabulary; 1967

I Hear a Rhyme-Educational Filmstrips. Audiovisual aid; kindergarten–grade 1; primary; readiness; word recognition-vocabulary; 1967

Field Educational Publications, Inc.
(Harr Wagner Publishing Company)
609 Mission Street
San Francisco, Calif. 94105

Time Machine Series. Supplementary reader; preschool–grade 2; primary; word recognition-vocabulary, comprehension; hard cover, 1965

Long Playing Records To Accompany the Leonard Books (Samples of a series). Audio aid; preschool–grade 2; primary; interests and taste; 1965

Follett Publishing Company
1010 West Washington Boulevard
Chicago, Ill. 60607

Kindergraph Material. Workbook; kindergarten; primary; readiness; paperback, 1960

The Frostig Program for the Development of Visual Perception. Visual aid; grade 1; primary; readiness; 1964

I Want To Learn. Workbook; grade 1; primary; readiness; paperback, 1966

Charts. Visual aid; grade 1; primary; readiness; 1966

Big Bug, Little Bug (Sample of the Beginning to Read Series). Enrichment reader; grade 1; primary; readiness; hard cover, 1961

A Day With Debbie. Enrichment reader; grade 1; primary; readiness; hard cover, 1966

Something To Read and Do. Workbook; grade 1; primary; readiness; paperback, 1966

Teacher's Ed. Paperback, 1965

Four Seasons with Suzy. Enrichment reader; grade 1; primary; readiness; hard cover, 1965

In the Big City. Enrichment reader; grade 1; primary; readiness; hard cover, 1965

Sunny Days in the City. Enrichment reader; grade 1; primary; readiness; hard cover, 1965

Play with Jimmy. Enrichment reader; kindergarten; primary; readiness; hard cover, 1963

Fun with David. Enrichment reader; grade 1; primary; readiness; hard cover, 1963

Laugh with Larry. Enrichment reader; grade 1; primary; readiness; hard cover, 1963

Activities Book 1. Workbook; grade 1; primary; readiness; paperback, 1964

Garrard Publishing Company
1607 North Market Street
Champaign, Ill. 61820

The Happy Bears Story Book. Enrichment reader; preschool–grade 1; primary; readiness; paperback, 1956

The Happy Bears, A Story Reading Pad. Workbook; preschool–grade 1; primary; readiness

The Happy Bears Game. Boxed developmental materials; preschool–grade 1; primary; readiness, word recognition-vocabulary; 1956

Match, Set 1 and Set 2. Boxed developmental materials; grades 1-3; primary; readiness, word recognition-vocabulary; 1953

Picture Readiness Game. Boxed developmental materials; preschool, kindergarten; primary; readiness; 1949

Who Gets It? Boxed developmental materials; preschool, kindergarten; primary; readiness; word recognition-vocabulary; 1954

Readiness for Reading. Workbook; preschool–grade 1; primary; readiness; paperback, 1949

Picture-Word Cards. Visual aid; grades 1, 2; primary; readiness, word recognition-vocabulary; 1941

Ginn and Company
Statler Building
Back Bay P.O. Box 191
Boston, Mass. 02117

Basic Card Sets Levels 2-10. Visual aid; grades 1-3; primary; readiness, word recognition-vocabulary; 1969

Building Pre-Reading Skills Kit A-Language. Boxed developmental materials; preschool–grade 1; primary; readiness; 1965

Kit B-Consonants. Boxed developmental materials; preschool–grade 1; primary; readiness; 1966

Album 1-Songs in the Reading Readiness Program. Audio aid; grade 1; primary; readiness

Let's Listen-Auditory Training for Speech Development and Reading Readiness. Audio aid; kindergarten–grade 1; primary; readiness

My Little Red Story Book. Reader; grade 1; primary; local; readiness; paperback, 1966

My Little Green Story Book, Pre-Primer II. Reader; grade 1; primary; local; readiness; paperback, 1966

Album 2-Songs and Stories in The Pre-Primer Program. Audio aid; grade 1; primary; readiness, interests, and taste

Self-Help-Activities. Workbook; grade 1; primary; readiness, word recognition-vocabulary; paperback, 1966

My Little Blue Story Book, Pre-Primer III. Reader; grade 1; primary, local; readiness; paperback, 1966

Grosset and Dunlap, Inc.
51 Madison Avenue
New York, N.Y. 10010

Early Start Readers (19 titles, a series). Enrichment reader; kindergarten–grade 1; primary; all skills; hard cover, 1967

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, N.Y. 15017

Pocket Chart. Visual aid; kindergarten–grade 1; primary; readiness

Big Card Box. Visual aid; kindergarten–grade 1; primary; readiness

Children's Spelling Pockets. Visual aid; kindergarten–grade 1; primary; readiness

Teacher's Guide 1. Paperback

Individual Letter Cards. Visual aid; kindergarten–grade 1; primary; readiness

Workpad 1–2. Workbook; grade 1; primary; readiness, word recognition-vocabulary; paperback

Workpad 3–6. Workbook; grade 1; primary; readiness, word recognition-vocabulary; paperback

Harper and Row
2500 Crawford Avenue
Evanston, Ill. 60201

Fun at the Pond. Workbook; grade 1; primary; readiness; paperback, 1966

Frog Fun. Reader; grade 1; primary; other; readiness, word recognition-vocabulary; paperback, 1963

Tuggy. Reader; grade 1; primary; other; readiness, word recognition-vocabulary; paperback, 1963

On Our Way to Read: Basic Readiness Book. Workbook; kindergarten—grade 1; primary; local environment; readiness; paperback, 1966

Teacher's Ed. for On Our Way to Read: Basic Readiness Book (Duplicating masters). Paperback, 1966

Off We Go with Stories. Reader; preschool—grade 1; primary; local environment; readiness; paperback, 1966

City Days, City Ways. Reader; grade 1; primary; local environment; readiness, word recognition-vocabulary; paperback, 1966

Pre-Primer Workbook. Workbook; grade 1; primary; readiness, word recognition-vocabulary; paperback, 1966

Janet and Mark. Reader; grade 1; primary; local environment; readiness, word recognition-vocabulary; paperback, 1966

D. C. Heath and Company
125 Spring Street
Lexington, Mass. 02173

Early Development Growth Experiences. Provides diagnostic, evaluative, and prescriptive measures to insure individualized reading instruction.

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Ill. 60453

Pictures for Sequence. Visual aid; kindergarten—grade 1; primary; readiness, comprehension

Classification-Opposites-Sequence Magic Cards. Boxed developmental materials; kindergarten—grade 1; primary; readiness, comprehension

Objects That Rhyme. Teaching machine or device; kindergarten—grade 1; primary; readiness, word recognition-vocabulary

Capital Letters, Lower Case Letters, Building Letters. Visual aid; kindergarten—grade 1; primary; readiness, word recognition-vocabulary

Name Pictures for Flannel Board. Visual aid; kindergarten—grade 1; primary; readiness

Action Pictures for Flannel Board; Rhyming Pictures for Flannel Board. Visual aid; kindergarten—grade 1; primary; readiness, word recognition-vocabulary

Rhyming Puzzles. Visual aid; kindergarten—grade 2; primary; readiness, word recognition—vocabulary

Color Recognition Chart. Visual aid; kindergarten—grade 1; primary; readiness, word recognition-vocabulary

Rhyming Chart. Visual aid; preschool—grade 1; primary; readiness

Reading-Writing Readiness Chart. Visual aid; preschool—grade 1; primary; readiness

Reading Readiness Transparencies. Visual aid; preschool—grade 1; primary; readiness

Reading Readiness Tapes. Audio aid; kindergarten–grade 1; primary; readiness

Duplicator Workbook for Reading Readiness Tapes. Workbook; kindergarten–grade 1; primary; readiness; paperback

Classification-Opposites Sequence Charts. Visual aid; kindergarten–grade 1; primary; readiness, comprehension

Classification-Opposites–Sequence Tapes. Audio aid; kindergarten–grade 1; primary; readiness, comprehension

Duplicator Worksheets for Classification-Opposites-Sequence Tapes. Workbook; kindergarten–grade 1; primary; readiness, comprehension

Pictures for Classification Opposites. Visual aid; kindergarten–grade 1; primary; readiness, comprehension

Imperial International Learning
Box 548
Kankakee, Ill. 60901

Gateway to Good Reading. (Auditory discrimination). Boxed developmental materials; kindergarten–grade 1; primary; readiness

Visual Perception. Boxed developmental materials; kindergarten–grade 1; primary; readiness; 1970

Taped Lessons (20 reel-to-reel tapes or cassettes). Audio aid; kindergarten–grade 1; primary; readiness; 1970

We Learn the Colors and Their Names. Boxed developmental materials; kindergarten–grade 1; primary; readiness; 1967

Lyons and Carnahan, Inc.
407 East 25th Street
Chicago, Ill. 60616

Pictures To Read. Reader; kindergarten–grade 1; primary; readiness; paperback, 1962

Fun With Pictures. Workbook; kindergarten–grade 1; primary; readiness; paperback, 1962

Three of Us. Reader; kindergarten–grade 1; primary; readiness; paperback, 1962

Play With Us. Reader; kindergarten–grade 1; primary; readiness; paperback, 1962

Fun With Us. Reader; kindergarten–grade 1; primary; local environment; readiness; paperback, 1962

Ride With Us. Reader; kindergarten–grade 1; primary; local environment; readiness; paperback, 1962

Many Surprises. Reader; grade 1; primary; local environment; readiness; hard cover, 1962

Teacher's Ed. Paperback, 1962

Fun To Do Books. Workbook; grade 1; primary; readiness, word recognition-vocabulary; paperback, 1962

Down Our Way. Reader; grade 1; primary; local environment; readiness, word recognition-vocabulary; hard cover, 1962

See Us Come, Pre-Primer 1. Reader; grade 1; primary; local environment; readiness, word recognition-vocabulary; paperback, 1958

See Us Play, Pre-Primer 2. Reader; grade 1; primary; local environment; readiness, word recognition-vocabulary; paperback, 1958

Stories from Everywhere. Reader; grade 1; primary; local environment; readiness; hard cover, 1962

Teacher's Ed. Paperback, 1962

Workbook. Workbook; grade 1; primary; readiness, word recognition-vocabulary; paperback, 1962

The Macmillan Company
866 Third Avenue
New York, N.Y. 10022

Preschool Readiness Kit. Preschool kit; complete readiness program

McQueen Publishing Company
Box 198 Route 1
Tiskilwa, Ill. 61368

What Kind? Workbook; Preschool, kindergarten; primary; readiness; paperback, 1968

How Many? Workbook; preschool, kindergarten; primary; readiness; paperback, 1968

Which One? Workbook; preschool, kindergarten; primary; readiness, word recognition-vocabulary; paperback, 1968

We Can Read. Reader; grade 1; primary; readiness, word recognition-vocabulary; hard cover, 1963

We Write What We Can Read (Revised). Workbook; grade 1; primary; readiness, word recognition-vocabulary; paperback, 1969

Getting Ready for Reading, Writing, and Arithmetic—Pre-School Headstart Kindergarten Teacher's Guide. Paperback, 1968

Open Court Publishing Company
1307 Seventh Street, Box 399
La Salle, Ill. 61301

Open Court Kindergarten Program. Complete instructional program for the kindergarten.

Phonovisual Products, Inc.
4708 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Consonant Flipstrips. Visual aid; grade 1; primary; readiness; 1959

Consonant Picture Pack. Visual aid; grade 1; primary; readiness; 1963

Phonovisual Consonant Workbook. Workbook; grade 1; primary; readiness, word recognition-vocabulary; 1966

Phonovisual Consonant Chart. Visual aid; grade 1; primary; readiness; 1960

I Can. Visual aid; grade 1; primary; readiness, word recognition-vocabulary; paperback, 1963

Phonovisual Skill Builders. Visual aid; grade 1; primary; readiness; 1959

Come to My Party. Visual aid; grade 1; primary; readiness; paperback, 1963

Phonovisual Vowel Workbook. Workbook; grade 1; primary; readiness, word recognition-vocabulary; paperback, 1966

Phonovisual Vowel Chart. Visual aid; grade 1; primary; readiness; 1960

Phonovisual Vowel Flipstrips. Visual aid; grade 1; primary; readiness; 1963

Vowel Picture Pack. Visual aid; grade 1; primary; readiness, word recognition-vocabulary; 1963

Play 'n Talk
P.O. Box 18804
Oklahoma City, Okla. 73118

Now Everyone Can Read, Series I. Workbook; grade 1; primary; readiness, word recognition-vocabulary; paperback, 1962

Riddles 'n Rhyme (Records 1-31). Audio aid; kindergarten—grade 1; primary; readiness; 1968

Science Research Associates, Inc.
259 East Erie Street
Chicago, Ill. 60611

The Distar Reading Program. Complete preschool reading program. *Reading I* concentrates on the basic decoding skills necessary to look at a word, sound it out, and say it. *Reading II* emphasizes comprehension and advanced reading skills.

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Ill. 60025

First Talking Storybook Box. Boxed developmental materials; grade 1; primary; readiness, word recognition-vocabulary; 1946

Sounds I Can Hear. Audiovisual aid; preschool–grade 1; primary; word recognition-vocabulary

Match-and-Check Set 1, Set 2, Set 3, and Set 4. Boxed developmental materials; preschool–grade 1; primary; word recognition-vocabulary; 1967

Posters (Set of 4). Visual aid; grade 1; primary; readiness; 1959

Standard Educational Corporation
130 North Wells Street
Chicago, Ill. 60606

Words To Know. Supplementary reader; preschool–grade 1; primary; readiness, word recognition-vocabulary

Teachers College Press
Columbia University
525 West 120th Street
New York, N.Y. 10027

Workbooks. Workbook; kindergarten–grade 1; primary; readiness, word recognition-vocabulary; paperback, 1964

Rhyming Word Cards. Visual aid; grade 1; primary; readiness, word recognition-vocabulary

Anagram Cards. Visual aid; grade 1; primary; readiness, word recognition-vocabulary

Read Along with Me (Story booklet). Supplementary reader; kindergarten–grade 1; primary; readiness, word recognition-vocabulary; paperback, 1964

When People Talk on the Telephone. Supplementary reader; grades 4–6; intermediate; readiness, word recognition-vocabulary; paperback, 1964

The Titan Corporation
Educational Division
130 West Wieuca Road, N.E.
Atlanta, Ga. 30305

Pic-a-Pair Series 1, Pattern Recognition. Visual aid; preschool, kindergarten; primary; readiness; 1969

Pic-a-Pair Series 2, Alphabet. Visual aid; kindergarten–grade 1; primary; readiness; 1969

Pic-a-Pair Series 3, Transition. Visual aid; kindergarten–grade 1; primary; readiness, word recognition-vocabulary; 1969

Webster Division
McGraw-Hill Book Company
Manchester Road
Manchester, Mo. 63011

Tell Again Story Cards, Levels I and II. Boxed developmental materials; kindergarten–grade 1; primary; all skills; 1967

Alphabet Strips. Visual aid; kindergarten–grade 1; primary; readiness

Word Making Productions
721 Kearns Building, P.O. Box 305
Salt Lake City, Utah 84110

Rebus Picture Puzzles (Initial Sounds). Workbook; grades 1–3; primary; readiness, word recognition-vocabulary; 1969

Read-the-Picture Storybooks (12 books). Supplementary reader; grades 1–4; primary; intermediate; readiness, word recognition-vocabulary; paperback, 1967

Snoopy Snake. Supplementary reader; grade 3; primary-adult; readiness; hard cover, 1963

Word Making Cards. Visual aid; kindergarten–grade 1; primary; readiness, word recognition-vocabulary

Word Making Picture Stickers. Visual aid; kindergarten–grade 2; primary; readiness, word recognition-vocabulary

Musically Speaking. Audio aid; kindergarten–grade 1; primary; readiness; paperback, 1969

Wordcrafters Guild
St. Albans School
Massachusetts and Wisconsin Avenues, N.W.
Washington, D.C. 20016

Student Syllabascope. Teaching machine or device; primary-junior high; readiness, word recognition-vocabulary

Teacher Syllabascope. Teaching machine or device; grade 1; primary; readiness, word recognition-vocabulary

The 220 Basic Sight Words. Visual aid; grades 1–3; primary; readiness, word recognition-vocabulary

Teacher Syllabication Set. Visual aid; grades 1–3; primary; readiness, word recognition-vocabulary

Books for Preschool Children

More than likely, one of the greatest difficulties facing the preschool teacher is determining what tradebooks are suitable for preschool children. Closely akin to the above problem is the problem of identifying tradebooks which can be used to correlate reading with other areas of the preschool curriculum.

Following is a list of over 900 books which have been categorized under these headings: alphabet books; animals; beginnings; city; construction and machinery; counting; country; families; fantasy; games and crafts; human body; opposites, other perspectives; peoples of the world; plants; poetry, songs, and rhymes; problem-solving; puppetry; records; relationships with others; seas, rivers, and oceans; sizes and shapes; sounds; talking about feelings; transportation; and weather.

The teacher might use this list as a starting point for the classroom library, and work with the school librarian in obtaining these and other books for the school library.

Author	*Title*	*Publisher*
	ALPHABET BOOKS	
Anglund, Joan Walsh	*A Is for Always*	Harcourt Brace Jovanovich
	In a Pumpkin Shell: A Mother Goose ABC	Harcourt Brace Jovanovich
Asimov, Isaac	*ABC's of Space*	Walker & Co.
	ABC's of the Ocean	Walker & Co.
Banner, Angela	*Ant and Bee and the ABC*	Franklin Watts
Birmingham, John	*ABC*	Bobbs-Merrill Co.
Bond, Jean Carey	*A Is for Africa*	Franklin Watts
Brown, Marcia	*Peter Piper's Alphabet*	Charles Scribner's Sons
Crews, Donald	*We Read: A to Z*	Harper & Row
Duvoisin, Roger	*A for the Ark*	Lothrop, Lee & Shepard Co.
Falls, C. B.	*ABC Book*	Doubleday & Co.
Freeman, Don	*Add-a-Line Alphabet*	Golden Gate Junior Books
Gag, Wanda	*ABC Bunny*	Coward, McCann & Geoghegan
Garten, Jan, and Muriel Batherman	*The Alphabet Tale*	Random House
Gordon, Isabel	*ABC Hunt*	Viking Press
Grossbert, Francine	*A Big City*	Harper & Row
Hanna-Barbera	*Pebbles Flintstone's ABC*	Whitman Books (Western Publishing Co.)
Heide, Florence P.	*Alphabet Zoop*	Saturday Review Press
Holl, Adelaide	*The ABC of Cars, Trucks, and Machines*	American Heritage Press
Howard-Gibbon, Amelia France	*An Illustrated Comic Alphabet*	Henry Z. Walck
Ilsley, Velma	*M Is for Moving*	Henry Z. Walck
Ipcar, Dahlov	*I Love My Anteater with an A*	Alfred A. Knopf
Johnson, Crockett	*Harold's ABC*	Harper & Row
Kaufman, Joe	*Words*	Golden Press (Western Publishing Co.)
Kredenser, Gail	*ABC's of Bumptious Beasts*	Harlin Quist Books
Krieger, David	*Letters and Words*	Addison-Wesley Publishing Co.
Lear, Edward	*A Was Once an Apple Pie: A Nonsense Alphabet*	Scholastic Book Services
Leuthold, Catherine Fuller	*Beast: An Alphabet of Fine Prints*	Little, Brown & Co.
McGinley, Phyllis	*All Around the Town*	J. B. Lippincott Co.

Author	Title	Publisher
Massie, Diane R.	*Dazzle*	Parents' Magazine Press
Matthiesen, Thomas	*ABC: An Alphabet Book*	Platt & Munk
Moore, Lou	*I Live in the City*	Whitman Books (Western Publishing Co.)
Morse, Samuel F.	*All in a Suitcase*	Little, Brown & Co.
Munari, Bruno	*Bruno Munari's ABC*	World Publishing Co
Peppe, Rodney	*The Alphabet Book*	Four Winds Press (Scholastic Book Services)
Piatti, Celestino	*Celestino Piatti's Animal ABC*	Atheneum Publishers
Polak, Johan, illus.	*True-to-Life ABC Book Including Numbers*	Grosset & Dunlap
Reed, Mary, and Edith Osswald	*My First Golden Dictionary*	Golden Press (Western Publishing Co.)
Rey, Hans A.	*Curious George Learns the Alphabet*	Houghton Mifflin Co.
Scarry, Richard	*Best Word Book Ever*	Golden Press (Western Publishing Co.)
Schlesinger, Alice	*Here We Go Round the Mulberry Bush*	Grosset & Dunlap
Seuss, Dr.	*Dr. Seuss's A & B & C*	Beginner Books
Steiner, Charlotte	*My Slippers Are Red*	Alfred A. Knopf
Walker, Barbara K.	*I Packed My Trunk*	Follett Publishing Co.
Warburg, Sandol Stoddard	*From Ambledee to Zumbledee*	Houghton Mifflin Co.
Watson, Nancy D.	*What Does A Begin With*	Alfred A. Knopf
Wildsmith, Brian	*Brian Wildsmith's ABC*	Franklin Watts
Williams, Garth	*The Big Golden Animal ABC*	Golden Press (Western Publishing Co.)
Zacks, Irene	*Space Alphabet*	Prentice-Hall

ANIMALS

Alberti, Trude	*The Animals' Lullaby*	World Publishing Co.
Allen, Robert	*A Child's World of Animals*	Platt & Munk
	The Zoo Book	Platt & Munk
	Animal Picture Books:	
	Playful Pets (and others in series)	Renwal Products
Berg, Jean Horton	*Nobody Scares a Porcupine*	Westminster Press
Bethell, Jean	*Barney Beagle*	Wonder-Treasure Books
Birnbaum, Abe	*Green Eyes*	Capital
Brown, Margaret W.	*Golden Bunny and 17 Other Stories*	Golden Press (Western Publishing Co.)
	Home for a Bunny	Golden Press (Western Publishing Co.)
	The Runaway Bunny	Harper & Row
Carroll, Ruth	*The Chimp and the Clown*	Henry Z. Walck
	Where's the Bunny	Henry Z. Walck
Cass, Joan	*The Cats Go to Market*	Abelard-Schuman
Chenery, Janet	*Wolfie*	Harper & Row
Conklin, Gladys	*Little Apes*	Holiday House
Daniels, Guy	*The Tsar's Riddles*	McGraw-Hill
D'Aulaire, Ingri and Edgar P.	*Animals Everywhere*	Doubleday & Co.
Daly, Eileen	*Butterfly: Story of Magic*	Whitman Books (Western Publishing Co.)
Dennis, Wesley	*Flip*	Viking Press
	Flip and the Morning	Viking Press
	Tumble: The Story of a Mustang	Hastings House Publishers
Duvoisin, Roger A.	*Petunia*	Alfred A. Knopf
Eastman, P. D.	*Are You My Mother*	Random House
Ets, Marie Hall	*In the Forest*	Viking Press
	Play with Me	Viking Press
Fatio, Louise	*Happy Lion*	McGraw-Hill
Fisher, Aileen	*We Went Looking*	Thomas Y. Crowell Co.
Flack, Marjorie	*Angus and the Cat*	Doubleday & Co.
	Ask Mister Bear	The Macmillan Co.
Garelick, May	*What Makes a Bird a Bird*	Follett Publishing Co.

Author	Title	Publisher
Gay, Zhenya	*What's Your Name*	Viking Press
	Golden Shape Books:	
	The Bear Book	Golden Press (Western Publishing Co.)
	Bug Book	Golden Press (Western Publishing Co.)
	The Elephant Book	Golden Press (Western Publishing Co.)
	The Tiger Book	Golden Press (Western Publishing Co.)
	The Turtle Book	Golden Press (Western Publishing Co.)
	The Zoo Book	Golden Press (Western Publishing Co.)
Green, Mary	*Everybody Has a House and Everybody Eats*	Addison-Wesley Publishing Co.
Hall, Bill	*Whatever Happens to Kittens*	Golden Press (Western Publishing Co.)
	Whatever Happens to Puppies	Golden Press (Western Publishing Co.)
Hoff, Syd	*The Horse in Harry's Room*	Harper & Row
Holl, Adelaide	*One Kitten for Kim*	Addison-Wesley Publishing Co.
Ipcar, Dahlov	*The Cat at Night*	Doubleday & Co.
	I Like Animals	Alfred A. Knopf
Jacobs, Allan D. and Leland B.	*Behind the Circus*	Lerner
Johnson, Ryerson	*Let's Walk Up the Wall*	Holiday House
Kahl, Ann	*Trouble Is a Cat*	Robert B. Luce
Krauss, Ruth	*Bears*	Harper & Row
La Fontaine, Jean de	*The Lion and the Rat*	Franklin Watts
Leaf, Anne, illus.	*Mother Goose*	Rand-McNally & Co.
Levenson, Dorothy	*Too Many Pockets*	Wonder-Treasure Books
Lipkind, William	*Nubber Bear*	Harcourt Brace Jovanovich
Lipkind, William, and Nicolas Mordvinoff	*The Two Reds*	Harcourt Brace Jovanovich
Lobel, Arnold	*A Holiday for Mister Muster*	Harper & Row
	The Zoo for Mister Muster	Harper & Row
Lowrey, Janette Sebring	*Poky Little Puppy*	Golden Press (Western Publishing Co.)
Mann, Peggy	*The Boy With a Billion Pets*	Coward, McCann & Geoghegan
Mason, Sue	*Animals Talk to Me*	Rand-McNally & Co.
Mayer, Mercer	*A Boy, a Dog and a Frog*	E. M. Hale & Co.
Miles, Miska	*Mississippi Possum*	Little, Brown & Co.
Munari, Bruno	*Bruno Munari's Zoo*	World Publishing Co.
Nakatani, Chiyoko	*The Day Chiro Was Lost*	World Publishing Co.
Potter, Beatrix	*The Tale of Benjamin Bunny*	Frederick Warne & Co.
	The Tale of Jemima Puddle Duck (and others in series)	Frederick Warne & Co.
Prague, Artie	*Turtle and Her Friends*	Golden Press (Western Publishing Co.)
Reit, Seymour	*Animals Around My Block*	McGraw-Hill
Rey, Hans A.	*Anybody at Home*	Houghton Mifflin Co.
	Curious George	Houghton Mifflin Co.
	Curious George Gets a Medal	Houghton Mifflin Co.
	Curious George Rides a Bike	Houghton Mifflin Co.
	Curious George Takes a Job	Houghton Mifflin Co.
	Feed the Animals	Houghton Mifflin Co.
	Find the Animals	Houghton Mifflin Co.
	See the Circus	Houghton Mifflin Co.
	Where's My Baby	Houghton Mifflin Co.
Risom, Ole	*I Am a Bear*	Golden Press (Western Publishing Co.)
	I Am a Bunny	Golden Press (Western Publishing Co.)
	I Am a Kitten	Golden Press (Western Publishing Co.)
	I Am a Mouse	Golden Press (Western Publishing Co.)
	I Am a Puppy	Golden Press (Western Publishing Co.)
Robinson, Tom	*Buttons*	Viking Press
Rojankovsky, Feodor	*Animals on the Farm*	Alfred A. Knopf
Scarry, Richard	*What Animals Do*	Golden Press (Western Publishing Co.)
Skaar, Grace	*Nothing But Cats and All About Dogs*	Addison-Wesley Publishing Co.

Author	Title	Publisher
Skaar, Grace, and Louise Woodcock	*The Very Little Dog and The Smart Little Kitty*	Addison-Wesley Publishing Co.
Turkle, Brinton	*Thy Friend, Obadiah*	Viking Press
Wildsmith, Brian	*Brian Wildsmith's Wild Animals*	Franklin Watts
Zakhoder, Boris	*Rosachok*	Lothrop, Lee and Shepard Co.
Zion, Gene	*Harry the Dirty Dog*	Harper & Row
	BEGINNINGS	
Brawley, Eleanor Riggins	*Lisa's Spring Baby*	John Knox Press
Brown, Margaret W.	*The Golden Egg Book*	Golden Press (Western Publishing Co.)
Conklin, Gladys	*When Insects Are Babies*	Holiday House
Darby, Gene	*What Is a Plant*	Benefic Press
Davis, Daphne	*The Baby Animal Book*	Golden Press (Western Publishing Co.)
Flack, Marjorie	*Tim Tadpole and the Great Bullfrog*	Doubleday & Co.
Fujikawa, Gyo, illus.	*Baby Animals*	Grosset & Dunlap
Grant, Bruce	*How Chicks Are Born*	Rand-McNally & Co.
Hobson, Laura	*I'm Going To Have a Baby*	John Day Co.
Ipcar, Dahlov	*Wonderful Egg*	Doubleday & Co.
Kumin, Maxine W., and Anne Sexton	*Eggs of Things*	G. P. Putnam's Sons
Lord, Beman	*Our New Baby's ABC*	Henry Z. Walck
Provenson, Alice and Martin	*Who's in the Egg*	Golden Press (Western Publishing Co.)
Selsam, Millicent E.	*All Kinds of Babies*	Four Winds Press (Scholastic Book Services)
Showers, Paul and Kay S.	*Before You Were a Baby*	Thomas Y. Crowell Co.
Stevens, Carla	*The Birth of Sunset's Kittens*	Addison-Wesley Publishing Co.
Tresselt, Alvin R.	*Rain Drop Splash*	Lothrop, Lee & Shepard Co.
Watson, Aldren A.	*My Garden Grows*	Viking Press
Webber, Irma E.	*Bits That Grow Big*	Addison-Wesley Publishing Co.
Ylla, and Arthur Gregor	*Animal Babies*	Harper & Row
	CITY	
Aliki	*My Visit to the Dinosaurs*	Thomas Y. Crowell Co.
Asch, Frank	*Linda*	McGraw-Hill
The Bank Street College of Education	*In the City People Read*	The Macmillan Co.
Berrett, Judith	*Old MacDonald Had an Apartment House*	Atheneum Publishers
Binzen, Bill	*Miguel's Mountain*	Coward, McCann & Geoghegan
Blos, Joan W.	*It's Spring, She Said*	Alfred A. Knopf
Bourne, Miriam Anne	*Emilio's Summer Day*	Harper & Row
Brenner, Barbara	*Barto Takes the Subway*	Alfred A. Knopf
Burton, Virginia	*Little House*	Houghton Mifflin Co.
Dawson, Rose Mary and Richard	*A Walk in the City*	Viking Press
Felt, Sue	*Rosa-Too-Little*	Doubleday & Co.
Fenton, Edward	*The Big Yellow Balloon*	Doubleday & Co.
Freeman, Don	*Corduroy*	Viking Press
Funk, Tom	*I Read Signs*	Holiday House
Hawkinson, John and Lucy	*The Little Boy Who Lives Up High*	E. M. Hale & Co.
Holl, Adelaide	*Bright, Bright Morning*	Lothrop, Lee & Shepard Co.
Hopkins, Lee Bennett	*I Think I Saw a Snail: Young Poems for City Seasons*	Crown Publishers
Horvath, Betty	*Hooray for Jasper*	Franklin Watts
Humphrey, Henry	*What Is It For*	Simon & Schuster
Kempner, Carol	*Nicholas*	Simon & Schuster
Lansdown, Brenda	*Galumph*	Houghton Mifflin Co.
Lipkind, William, and Nicolas Mordvinoff	*The Two Reds*	Harcourt Brace Jovanovich

Author	Title	Publisher
Lonergan, Joy	*Brian's Secret Errand*	Doubleday & Co.
McGinley, Phyllis	*The Horse Who Lived Upstairs*	J. B. Lippincott Co.
Mendoza, George	*And I Must Hurry, for the Sea Is Coming In*	Prentice-Hall
Misch, Robert J.	*At Daddy's Office*	Alfred A. Knopf
Nash, Veronica	*Carlito's World: A Block in Spanish Harlem*	McGraw-Hill
Ressner, Philip	*At Night*	E. P. Dutton & Co.
Rice, Inez	*A Tree This Tall*	William Morrow & Co.
Schick, Eleanor	*City in the Summer*	The Macmillan Co.
	City in the Winter	The Macmillan Co.
	5A and 7B	The Macmillan Co.
Schneider, Nina	*While Susie Sleeps*	Addison-Wesley Publishing Co.
Scott, Ann Herbert	*Big Cowboy Western*	Lothrop, Lee, & Shepard Co.
Sharoff, Victor	*Garbage Can Cat*	Westminster Press
Shortall, Leonard	*Peter in Grand Central Station*	William Morrow & Co.
Shuttlesworth, Dorothy	*ABC of Buses*	Doubleday & Co.
Tresselt, Alvin	*It's Time Now*	Lothrop, Lee & Shepard Co.
Van Leeuwen, Jean	*Timothy's Flower*	Random House
Vasiliu, Mircea	*What's Happening*	John Day Co.
Wright, Ethel	*Saturday Walk*	Addison-Wesley Publishing Co.
	CONSTRUCTION AND MACHINERY	
Bason, Lillian	*Castles and Mirrors and Cities of Sand*	Lothrop, Lee & Shepard Co.
Branley, Franklyn M., and Eleanor K. Vaughn	*Mickey's Magnet*	Thomas Y. Crowell Co.
Emberly, Ed	*London Bridge Is Falling Down*	Little, Brown & Co.
Epstein, Sam and Beryl	*Take This Hammer*	Hawthorn Books
Gramatky, Hardie	*Hercules*	G. P. Putnam's Sons
Kohn, Bernice	*Ramps*	Hawthorn Books
Oppenheim, Joanne	*Have You Seen Roads*	Addison-Wesley Publishing Co.
Reit, Seymour	*Round Things Everywhere*	McGraw-Hill
Rowan, Dick	*Everybody In: A Counting Book*	Bradbury Press
Spier, Peter	*London Bridge Is Falling Down*	Doubleday & Co.
Stevenson, James W.	*If I Owned a Candy Factory*	Little, Brown & Co.
Tresselt, Alvin	*Wake Up, City!*	Lothrop, Lee & Shepard Co.
Wheeling, Lynn	*When You Fly*	Little, Brown & Co.
Zaffo, George	*Big Book of Real Building and Wrecking Machines*	Grosset & Dunlap
	Giant Nursery Book of Things That Go	Doubleday & Co.
	Giant Nursery Book of Things That Work	Doubleday & Co.
	COUNTING	
Alain	*One, Two, Three, Going to Sea*	Scholastic Book Services
Allen, Robert	*Count with Me*	Platt & Munk
	Numbers	Platt & Munk
Barr, Catherine	*Ninety-Nine Ducks Plus One*	Henry Z. Walck
Brody, Virginia	*Round the Clock Book*	Renwal Products
Carle, Eric	*One, Two, Three to the Zoo*	World Publishing Co.
Crews, Donald	*Ten Black Dots*	Charles Scribner's Sons
DeCaprio, Annie	*One, Two*	Wonder-Treasure Books
Dee, Carolyn	*Count the Puppies*	Rand-McNally & Co.
Emberley, Barbara	*One Wide River To Cross*	Prentice-Hall
Francoise	*Jeanne Marie Counts Her Sheep*	Charles Scribner's Sons
Friskey, Margaret	*Chicken Little, Count-To-Ten*	Children's Press
Gag, Wanda	*Millions of Cats*	Coward, McCann & Geoghegan

Author	Title	Publisher
Gretz, Susanna	*Teddy Bears, One to Ten*	Follett Publishing Co.
Kennel, Mortiz	*Animal Counting Book*	Golden Press (Western Publishing Co.)
Kruss, James	*Three by Three*	The Macmillan Co.
Langstaff, John, and Feodor Rojankovsky	*Over in the Meadow*	Harcourt Brace Jovanovich
McLeod, Emilie W.	*One Snail and Me*	Little, Brown & Co.
Memling, Carl	*I Can Count*	Golden Press (Western Publishing Co.)
Moore, Lilian	*My Big Golden Counting Book*	Golden Press (Western Publishing Co.)
	My First Counting Book	Golden Press (Western Publishing Co.)
Oxenbury, Helen	*Numbers of Things*	Franklin Watts
Peppe, Rodney	*Circus Numbers*	Delacorte Press
Sendak, Maurice	*One Was Johnny*	Harper & Row
Ziner, Feenie, and Paul Galdone	*Counting Carnival*	Coward, McCann & Geoghegan
Zolotow, Charlotte	*One Step, Two*	Lothrop, Lee & Shepard Co.

COUNTRY

Bartlett, Margaret Farrington	*The Clean Brook*	Thomas Y. Crowell Co.
Beim, Jerrold	*Country School*	William Morrow & Co.
Blegvad, Leonore and Erik	*One Is for the Sun*	Harcourt Brace Jovanovich
Brown, Margaret W.	*Little Island*	Doubleday & Co.
	Wait Till the Moon Is Full	Harper & Row
Carrick, Carol	*Swamp Spring*	The Macmillan Co.
Chaffin, Lillie D.	*Bear Weather*	The Macmillan Co.
	I Have a Tree	David White Co.
Chonz, Selina	*Florina and the Wild Bird*	Henry Z. Walck
Conklin, Gladys	*I Caught a Lizard*	Holiday House
	I Like Caterpillars	Holiday House
D'Aulaire, Ingri and Edgar P.	*Don't Count Your Chicks*	Doubleday & Co.
Ets, Marie Hall	*Gilberto and the Wind*	Viking Press
Fisher, Aileen	*Cricket in a Thicket*	Charles Scribner's Sons
	Listen, Rabbit	Thomas Y. Crowell Co.
Freeman, Don	*A Rainbow of My Own*	Viking Press
Friskey, Margaret	*Seven Diving Ducks*	Children's Press
Garelick, May	*Where Does the Butterfly Go When It Rains*	Addison-Wesley Publishing Co.
Graboff, Abner	*Old MacDonald Had a Farm*	Scholastic Book Services
Graham, John, and Feodor Rojankovsky	*A Crowd of Cows*	Harcourt Brace Jovanovich
Hazen, Barbara S.	*What's Inside*	Lion Press
Heyduck-Huth, Hilde	*In the Forest*	Harcourt Brace Jovanovich
	In the Village	Harcourt Brace Jovanovich
	The Three Birds	Harcourt Brace Jovanovich
	When the Sun Shines	Harcourt Brace Jovanovich
Hoffman, Hilde	*The Green Grass Grew All Around*	The Macmillan Co.
Holl, Adelaide	*The Remarkable Egg*	Lothrop, Lee & Shepard Co.
Howell, Ruth Rea	*Everything Changes*	Atheneum Publishers
Ipcar, Dahlov	*Brown Cow Farm*	Doubleday & Co.
	One Horse Farm	Doubleday & Co.
Jackson, Jacqueline	*Chicken Ten Thousand*	Little, Brown & Co.
Lenski, Lois	*Cowboy Small*	Henry Z. Walck
Lerner, Sharon	*Who Will Make Up Spring*	Lerner Publications Co.
Massie, Diane	*A Birthday for Bird*	Parents' Magazine Press
Mizumura, Kazue	*The Way of an Ant*	Thomas Y. Crowell Co.
Nodset, Joan	*Who Took the Farmer's Hat*	Harper & Row
Oppenheim, Joanne	*Have You Seen Trees*	Addison-Wesley Publishing Co.
Peet, Bill	*Fly Homer Fly*	Houghton Mifflin Co.
Rosen, Ellsworth	*Spiders Are Spinners*	Houghton Mifflin Co.

Author	Title	Publisher
Schoenherr, John	*The Barn*	Little, Brown & Co.
Sewell, Helen	*Blue Barns*	The Macmillan Co.
Shortall, Leonard	*Country Snowplow*	William Morrow & Co.
Taylor, Mark	*Henry Explores the Jungle*	Atheneum Publishers
	Henry the Explorer	Atheneum Publishers
Tresselt, Alvin	*Wake Up Farm*	Lothrop, Lee & Shepard Co.
Wahl, Jan	*The Fishermen*	Grosset & Dunlap
Walters, Marguerite	*The City-Country ABC*	Doubleday & Co.
Ward, Lynd	*The Biggest Bear*	Houghton Mifflin Co.
Watson, Jane	*Birds*	Golden Press (Western Publishing Co.)
Wright, Betty Ren	*Good Morning Farm*	Golden Press (Western Publishing Co.)
Zion, Gene	*All Falling Down*	Harper & Row

FAMILIES

Alexander, Martha	*The Story Grandmother Told*	Dial Press
Borack, Barbara	*Grandpa*	Harper & Row
Brownstone, Cecily	*All Kinds of Mothers*	David McKay Co.
Buckley, Helen E.	*Grandfather and I*	Lothrop, Lee & Shepard Co.
	Grandmother and I	Lothrop, Lee & Shepard Co.
	My Sister and I	Lothrop, Lee & Shepard Co.
Cleary, Beverly	*The Real Hole*	William Morrow & Co.
Coombs, Patricia	*Waddy and His Brother*	Lothrop, Lee & Shepard Co.
Ellentuck, Shan	*My Brother Bernard*	Abelard-Schuman
Flack, Marjorie	*Ask Mister Bear*	The Macmillan Co.
Gill, Joan	*Hush, Jon*	Doubleday & Co.
Guilfoile, Elizabeth	*Nobody Listens to Andrew*	Follett Publishing Co.
Hill, Elizabeth S.	*Evan's Corner*	Holt, Rinehart & Winston
Hoban, Russell	*Baby Sister for Frances*	Harper & Row
	Bread and Jam for Frances	Harper & Row
	Harvey's Hideout	Parents' Magazine Press
Hogan, Carol G.	*Eighteen Cousins*	Parents' Magazine Press
Keats, Ezra Jack	*Peter's Chair*	Harper & Row
Kessler, Ethel	*The Day Daddy Stayed Home*	Doubleday & Co.
Lenski, Lois	*Cowboy Small*	Henry Z. Walck
	The Little Auto	Henry Z. Walck
	Papa Small	Henry Z. Walck
Littell, Robert	*Left and Right with Lion and Ryan*	Cowles Book Corp.
McCloskey, Robert	*Blueberries for Sale*	Viking Press
	Make Way for the Ducklings	Viking Press
	One Morning in Maine	Viking Press
McNulty, Faith	*When a Boy Wakes Up in the Morning*	Alfred A. Knopf
Mann, Peggy	*That New Baby*	Coward, McCann & Geoghegan
Mizumura, Kazue	*If I Were a Mother*	Thomas Y. Crowell Co.
Myers, Walter M.	*Where Does the Day Go*	Parents' Magazine Press
Penn, Ruth B.	*Mommies Are for Loving*	G.P. Putnam's Sons
Petersham, Maud and Miska	*The Circus Baby*	The Macmillan Co.
Puner, Helen	*Daddies—What They Do All Day*	Lothrop, Lee & Shepard Co.
Reit, Seymour	*Dear Uncle Carlos*	McGraw-Hill
Schick, Eleanor	*Peggy's New Brother*	The Macmillan Co.
Schlein, Miriam	*Laurie's New Brother*	Abelard-Schuman
Simon, Norma	*Daddy Days*	Abelard-Schuman
Sonneborn, Ruth	*Friday Night Is Papa Night*	Viking Press
Taylor, Sydney	*Dog Who Came to Dinner*	Follett Publishing Co.
Turkle, Brinton	*Obadiah the Bold*	Viking Press
Zolotow, Charlotte	*Do You Know What I'll Do*	Harper & Row

FANTASY

Author	Title	Publisher
Alexander, Martha	*Maybe a Monster*	Dial Press
Ambrus, Victor	*The Little Cockerel*	Harcourt Brace Jovanovich
Anglund, Joan W.	*Nibble, Nibble Mousekin*	Harcourt Brace Jovanovich
Bianco, Margery Williams	*The Velveteen Rabbit, or How Toys Become Real*	Doubleday & Co.
Blecher, Wilfried	*Where Is Willie*	McGray-Hill
Bonsall, Crosby N.	*The Case of the Cat's Meow*	Harper & Row
	The Case of the Hungry Stranger	Harper & Row
Briggs, Raymond, ed. and illus.	*The Mother Goose Treasury*	Coward, McCann & Geoghegan
Bright, Robert	*The Friendly Bear*	Doubleday & Co.
	Georgie	Doubleday & Co.
	My Hopping Bunny	Doubleday & Co.
Brooke, Leslie	*Johnny Crow's Garden*	Frederick Warne & Co.
	The Story of the Three Bears	Frederick Warne & Co.
	The Story of the Three Pigs	Frederick Warne & Co.
Brooks, Anita	*A Small Bird Sang*	John Day Co.
Brown, Beatrice Curtis	*Jonathan Bing*	Lothrop, Lee & Shepard Co.
Brown, Marcia	*How, Hippo*	Charles Scribner's Sons
	Stone Soup	Charles Scribner's Sons
	The Three Billy Goats Gruff	Harcourt Brace Jovanovich
Calhoun, Mary	*The Pixy and the Lazy Housewife*	William Morrow & Co.
The Child Study Association of America	*Read-to-Me Storybook*	Thomas Y. Crowell Co.
Craig, Jean M.	*The Dragon in the Clock Box*	W. W. Norton & Co.
Dalgleish, Alice	*The Little Wooden Farmer*	The Macmillan Co.
Daly, Kathleen N.	*The Three Bears*	Golden Press
Daudet, Alphonse	*The Brave Little Goat of Monsieur Seguin*	World Publishing Co.
Daugherty, James H.	*Andy and the Lion*	Viking Press
Devlin, Wende	*Aunt Agatha, There's a Lion Under the Couch*	Van Nostrand Reinhold Co.
Du Bois, William Pène	*Bear Party*	Viking Press
	Three Little Pigs	Viking Press
Dugan, William	*Machines*	Golden Press
Duvoisin, Roger	*Donkey-Donkey*	Parents' Magazine Press
	Petunia's Christmas	Alfred A. Knopf
	Veronica's Smile	Alfred A. Knopf
Flora, James	*Little Hatchy Hen*	Harcourt Brace Jovanovich
Frank, Josette	*Poems To Read to the Very Young*	Random House
Gag, Wanda	*Funny Thing*	Coward, McCann & Geoghegan
	Nothing at All	Coward, McCann & Geoghegan
Galdone, Paul	*Henny Penny*	Seabury Press
Garelick, May	*What's Inside*	Addison-Wesley Publishing Co.
Gergeley, Tibor	*Tibor Gergeley's Great Big Book of Bedtime Stories*	Golden Press (Western Publishing Co.)
Goodall, John S.	*The Adventures of Paddy Pork*	Harcourt Brace Jovanovich
Graboff, Abner	*Do Catbirds Wear Whiskers*	G. P. Putnam's Sons
Grimm Brothers	*Little Red Riding Hood*	World Publishing Co.
	Traveling Musicians	Harcourt Brace Jovanovich
Harrison, David L.	*The Boy with a Drum*	Golden Press (Western Publishing Co.)
Heide, Florence Parry, and Sylvia Van Clief	*Maximilian*	Funk & Wagnalls
Hewett, Anita	*The Bull Beneath the Walnut Tree, and Other Stories*	McGraw-Hill
Hughes, Madeleine	*Why Carlo Wore a Bonnet*	Lothrop, Lee & Shepard Co.
Hurd, Edith and Thacher	*Little Dog, Dreaming*	Harper & Row
Hutchins, Pat	*Rosie's Walk*	The Macmillan Co.
Janus, Grete	*Teddy*	Lothrop, Lee & Shepard Co.

Author	Title	Publisher
Kessler, Ethel and Leonard	*Do Baby Bears Sit in Chairs*	Doubleday & Co.
Kessler, Leonard P.	*Kick, Pass and Run*	Harper & Row
Kirn, Ann	*Beeswax Catches a Thief*	Grosset & Dunlap
	The Peacock and the Crow	Four Winds Press (Scholastic Book Services)
Koren, Edward	*Don't Talk to Strange Bears*	Simon & Schuster
Kravetz, Nathan	*He's Lost It, Let's Find It*	Henry Z. Walck
Langstaff, John	*Frog Went a-Courtin'*	Harcourt Brace Jovanovich
Lindgren, Astrid	*Tomten and the Fox*	Coward, McCann & Geoghegan
Lionni, Leo	*Alexander and the Wind-Up Mouse*	Pantheon Books
Lipkind, William, and Nicolas Mordvinoff	*The Magic Feather Duster*	Harcourt Brace Jovanovich
Lobel, Arnold	*Small Pig*	Harper & Row
Maik, Henri	*The Foolish Bird*	David McKay Co.
Mayer, Mercer	*There's a Nightmare in My Closet*	Dial Press
Minarik, Else	*A Kiss for Little Bear*	Harper & Row
Mosel, Arlene M.	*Tikki Tikki Tembo*	Holt, Rinehart & Winston
Myers, Bernice	*Not This Bear*	Four Winds Press (Scholastic Book Services)
Ness, Evaline	*Mr. Miacca*	Holt, Rinehart & Winston
Olschewski, Alfred	*Winterbird*	Houghton Mifflin Co.
Ormondroyd, Edward	*Broderick*	Parnassus Press
Peter, John	*What Time Is It*	Grosset & Dunlap
Preston, Edna M.	*Pop Corn and Ma Goodness*	Viking Press
Ringi, Kjell	*The Magic Stick*	Harper & Row
Robertson, Lillian	*Picnic Woods*	Harcourt Brace Jovanovich
Sandburg, Carl	*The Wedding Procession of the Rag Doll and The Broom Handle and Who Was In It*	Harcourt Brace Jovanovich
Scarry, Richard	*What Do People Do All Day*	Random House
Scott, Ann Herbert	*Not Just One*	Lothrop, Lee & Shepard Co.
Sendak, Maurice	*Where the Wild Things Are*	Harper & Row
Seuss, Dr.	*And To Think That I Saw It On Mulberry Street*	E. M. Hale & Co.
	The Cat in the Hat	Random House
	Hop on Pop	Random House
	How the Grinch Stole Christmas	Random House
	If I Ran the Zoo	Random House
	Mr. Brown Can Moo, Can You	Random House
Shulevitz, Uri	*One Monday Morning*	Charles Scribner's Sons
Slobodkina, Esphyr	*Caps for Sale*	Addison-Wesley Publishing Co.
Steig, William	*Roland the Minstrel Pig*	Harper & Row
	Sylvester and the Magic Pebble	Simon & Schuster
Stevens, Carla	*Rabbit and Skunk and Spooks*	Scholastic Book Services
Stewopeli, Ruth	*Hello, Joe*	Whitman Books (Western Publishing Co.)
Tresselt, Alvin	*World in the Candy Egg*	Lothrop, Lee and Shepard Co.
Trez, Denise and Alain	*Good Night, Veronica*	Viking Press
	Maila and the Flying Carpet	Viking Press
Ungerer, Tomi	*Crictor*	Harper & Row
Vipont, Elfrida	*The Elephant and the Bad Baby*	Coward, McCann & Geoghegan
Wright, Blanche Fisher	*The Real Mother Goose*	Rand-McNally & Co.
Yashima, Taro	*Seashore Story*	Viking Press
Ziegler, Ursina	*Squaps the Moonling*	Atheneum Publishers
Zion, Gene	*No Roses for Harry*	Harper & Row

GAMES AND CRAFTS

Arnold, Wesley F., and Wayne C. Cardy	*Fun with Next to Nothing*	Harper & Row
Bate, Barbara Kruger	*The Fun and Games Book*	Platt & Munk

Author	Title	Publisher
Bertail, Inez	*Complete Nursery Song Book*	Lothrop, Lee & Shepard Co.
Carlson, Bernice W.	*Listen and Help Tell the Story*	Abingdon Press
Fujikawa, Gyo, illus.	*Mother Goose*	Grosset & Dunlap
Grayson, Marion F.	*Let's Do Fingerplays*	Robert B. Luce
Gregg, Elizabeth M., and Boston Children's Medical Center Staff, eds.	*What To Do When "There's Nothing To Do"*	Delacorte Press
Jacobs, Frances E.	*Finger Plays and Action Rhymes*	Lothrop, Lee & Shepard Co.
Landeck, Beatrice, and Elizabeth Crook	*Wake Up and Sing: Folk Songs from America's Grass Roots*	William Morrow & Co.
Lopshire, Robert	*How To Make Flibbers*	Random House
Miles, Betty	*A House for Everyone*	Alfred A. Knopf
Myrick, Jean	*Ninety-Nine Pockets*	Lantern Press
Pflug, Betsy	*Funny Bags*	Van Nostrand Reinhold Co.
Pierce, June	*Finger Plays and Action*	Wonder-Treasure Books
Razzi, James	*Easy Does It: Things To Make and Do*	Parents' Magazine Press
Saunders, Everett E.	*Paper Art*	Whitman Books (Western Publishing Co.)
Schwalback, James	*Fun-Time Crafts*	Children's Press
Simon, Seymour	*Soap Bubbles*	Hawthorn Books
Skaar, Grace	*What Do the Animals Say*	Addison-Wesley Publishing Co.
Tashjian, Virginia A.	*Juba This and Juba That: Story Hour Stretches for Large and Small Groups*	Little, Brown & Co.
Temko, Florence, and Elaine Simon	*Paperfolding To Begin With*	Bobbs-Merrill Co.
Ungerer, Tomi	*One, Two, Where's My Shoe*	Harper & Row
Vogel, Ilse-Margret	*Little Plays for Little People*	Parents' Magazine Press
Zacharias, Thomas	*But Where Is the Green Parrot*	Delacorte Press

HUMAN BODY

Aliki	*My Hands*	Thomas Y. Crowell Co.
Bishop, Claire H.	*The Man Who Lost His Head*	Viking Press
Bonsall, Crosby N.	*Whose Eye Am I*	Harper & Row
Brenner, Barbara	*Faces*	E. P. Dutton & Co.
Brown, Margaret W.	*Four Fur Feet*	Addison-Wesley Publishing Co.
Ets, Marie Hall	*Talking Without Words*	Viking Press
Fisher, Aileen	*Going Barefoot*	Thomas Y. Crowell Co.
Goldin, Augusta R.	*Straight Hair, Curly Hair*	Thomas Y. Crowell Co.
Klimowicz, Barbara	*The Strawberry Thumb*	Abingdon Press
	Fred, Fred, Use Your Head	Abingdon Press
Larranaga, Robert D.	*The King's Shadow*	Carolrhoda Books
Molarsky, Osmond	*Right Thumb, Left Thumb*	Addison-Wesley Publishing Co.
Russell, Solveig P.	*All Kinds of Legs*	Bobbs-Merrill Co.
Seuss, Dr.	*The Foot Book*	Random House
Showers, Paul	*Look at Your Eyes*	Thomas Y. Crowell Co.
Vasiliu, Mircea	*The World Is Many Things*	John Day Co.

OPPOSITES, OTHER PERSPECTIVES

Aichinger, Helga	*The Elephant, the Mouse and the Flea*	Atheneum Publishers
Balet, Jan	*The King and the Broom Maker*	Delacorte Press
Bendick, Jeanne	*Why Can't I*	McGraw-Hill
Branley, Franklyn M.	*What Makes Day and Night*	Thomas Y. Crowell Co.
Brown, Margaret W.	*Color Kittens*	Golden Press (Western Publishing Co.)
Chambers, Selma	*Little Golden Book of Words*	Golden Press (Western Publishing Co.)
Charlip, Remy	*Fortunately*	Parents' Magazine Press
De Caprio, Annie	*Dinosaur Ben*	Wonder-Treasure Books
Duvoisin, Roger	*What Is Right for Tulip*	Alfred A. Knopf
Eastman, Philip D.	*Are You My Mother*	Random House
Elwart, Joan	*In, On, Under and Through*	Whitman Books (Western Publishing Co.)
Ets, Marie Hall	*Cow's Party*	Viking Press

Author	Title	Publisher
Fisher, Aileen	*Clean as a Whistle*	Thomas Y. Crowell Co.
	In the Middle of the Night	Thomas Y. Crowell Co.
Gag, Wanda	*Snippy and Snappy*	Coward, McCann & Geoghegan
Garelick, May	*Look at the Moon*	Addison-Wesley Publishing Co.
Gibson, Myra T.	*What Is Your Favorite Thing To Touch*	Grosset & Dunlap
Green, Mary M.	*Is It Hard, Is It Easy*	Addison-Wesley Publishing Co.
Hoberman, Mary A. and Norman N.	*All My Shoes Come in Twos*	Little, Brown & Co.
Hulick, Nancy	*Little Golden Picture Dictionary*	Golden Press (Western Publishing Co.)
James, Harold	*How Many Blacks Is the World*	Franklin Watts
Jardine, Maggie	*Up and Down*	Wonder-Treasure Books
Johnson, LaVerne	*Night Noises*	Parents' Magazine Press
Justus, May	*Wonderful School*	Golden Press (Western Publishing Co.)
Kaufman, J.	*Things in My House*	Golden Press (Western Publishing Co.)
Keith, Eros	*A Small Lot*	Bradbury Press
Krauss, Ruth	*A Hole Is To Dig*	Harper & Row
McDonald, Golden	*Red Light Green Light*	Doubleday & Co.
McNulty, Faith	*Arty the Smarty*	Wonder-Treasure Books
Martin, Janet	*Fast and Slow*	Platt & Munk
	Hot and Cold	Platt & Munk
	Large and Small	Platt & Munk
	Light and Heavy	Platt & Munk
Merriam, Eve	*Do You Want To See Something*	Scholastic Book Services
Munari, Bruno	*The Elephant's Wish*	World Publishing Co.
Nodset, Joan L.	*Who Took the Farmer's Hat*	Harper and Row
Parish, Peggy	*Amelia Bedelia*	Harper and Row
Raskin, Ellen	*Nothing Ever Happens on My Block*	Atheneum Publishers
	Spectacles	Atheneum Publishers
Schwalze, Marjorie	*A Special Pet*	Whitman Books (Western Publishing Co,)
Simon, Patty	*Just Like Mommy - Daddy*	Wonder-Treasure Books
Steiner, Charlotte	*My Bunny Feels Soft*	Alfred A. Knopf
Thurber, James	*Many Moons*	Harcourt Brace Jovanovich
Yezback, Steven A.	*Pumpkinseeds*	Bobbs-Merrill Co.
Zolotow, Charlotte	*Big Brother*	Harper & Row
	Sleepy Book	Lothrop, Lee & Shepard Co.
	PEOPLES OF THE WORLD	
Andre, Evelyn M.	*Things We Like To Do*	Abingdon Press
Ayer, Jacqueline	*Paper Flower Tree*	Harcourt Brace Jovanovich
Baker, Betty	*Little Runner of the Longhouse*	Harper & Row
Bemelmans, Ludwig	*Quito Express*	Viking Press
Binzen, Bill	*Carmen*	Coward, McCann & Geoghegan
Brown, Marcia	*Felice*	Charles Scribner's Sons
Burchard, Peter	*Chito*	Coward, McCann & Geoghegan
Clark, Ann Nolan	*Along Sandy Trails*	Viking Press
	Little Indian Pottery Maker	Melmont Publishers
Creekmore, Raymond	*Lokoshi Learns To Hunt Seals*	The Macmillan Co.
Duarte, Margarida E.	*The Legend of the Palm Tree*	Grosset & Dunlap
Fellings, Muriel	*Zamani Goes to Market*	Seabury Press
Heyman, Ken, and Michael Mason	*Clyde of Africa*	The Macmillan Co.
Keats, Ezra Jack, and Pat Cherr	*My Dog Is Lost*	Thomas Y. Crowell Co.
Lexau, Joan M.	*Maria*	Dial Press
Mari, Iela	*The Magic Balloon*	S. G. Phillips
Mary-Rousseliere, Guy (Rasmussen, Knud, ed. & tr.)	*Beyond the High Hills*	World Publishing Co.
Merriam, Eve, retold by	*That Noodle-Head Epaminondas*	Scholastic Book Services
Miles, Miska	*Hoagie's Rifle-Gun*	Little, Brown & Co.
Morrow, Suzanne Stark	*Inatuk's Friend*	Little, Brown & Co.
Ness, Evaline	*Josefina February*	Charles Scribner's Sons

Author	Title	Publisher
Ormsby, Virginia H.	*What's Wrong with Julio*	J. B. Lippincott Co.
Politi, Leo	*Moy Moy*	Charles Scribner's Sons
Roberts, Nancy	*A Week in Robert's World: The South*	The Macmillan Co.
Rockwell, Anne	*The Good Llama*	World Publishing Co.
Rosenbaum, Eileen	*Ronnie*	Parents' Magazine Press
Schweitzer, Byrd	*Amigo*	The Macmillan Co.
	One Small Blue Bead	The Macmillan Co.
Shannon, Terry	*A Playmate for Puna*	Melmont Publishers
Turner, Philip, ed.	*Brian Wildsmith's Illustrated Bible Stories*	Franklin Watts
	PLANTS	
Anglund, Joan W.	*Spring Is a New Beginning*	Harcourt Brace Jovanovich
Cameron, Polly	*The Green Machine*	Coward, McCann & Geoghegan
Clark, Ann Nolan	*Tia Maria's Garden*	Viking Press
Collier, Ethel	*Who Goes There in My Garden*	Addison-Wesley Publishing Co.
Ets, Marie Hall	*Mister Penny*	Viking Press
Fish, Helen D.	*When the Root Children Wake Up*	J. B. Lippincott Co.
Jordan, Helene J.	*How a Seed Grows*	Thomas Y. Crowell Co.
Krauss, Ruth	*Carrot Seed*	Harper & Row
	The Happy Day	Harper & Row
Lubell, Winifred and Cecil	*Green Is for Growing*	Rand-McNally & Co.
Potter, Beatrix	*Tale of Peter Rabbit*	Frederick Warne & Co.
Selsam, Millicent	*Seeds and More Seeds*	Harper & Row
Udry, Janice M.	*A Tree Is Nice*	Harper & Row
Zion, Gene	*The Plant Sitter*	Harper & Row
	POETRY, SONGS, AND RHYMES	
Beskow, Elsa	*Children of the Forest*	Delacorte Press
Brooke, Leslie L.	*Ring o'Roses*	Frederick Warne & Co.
Buckley, Helen E.	*Josie's Buttercup*	Lothrop, Lee & Shepard Co.
Burroughs, Margaret	*Did You Feed My Cow*	Follett Publishing Co.
Carroll, Lewis	*The Walrus and the Carpenter and Other Poems*	E. P. Dutton & Co.
Caudill, Rebecca	*Come Along*	Holt, Rinehart & Winston
Ciardi, John	*The Reason for the Pelican*	J. B. Lippincott Co.
De Angeli, Marguerite	*Book of Nursery and Mother Goose Rhymes*	Doubleday & Co.
Deforest, Charlotte	*The Prancing Pony*	John Weatherhill
De Regniers, Beatrice	*What Can You Do with a Shoe*	Harper & Row
Eastwick, Ivy O.	*In and Out the Windows*	Plough Publishing House
Einsel, Walter	*Did You Ever See*	Addison-Wesley Publishing Co.
Fisher, Aileen	*In One Door and Out the Other*	Thomas Y. Crowell Co.
Haxton, Elaine	*A Parrot in a Flame Tree*	St. Martin's Press
Hoffmann, Hilde	*The City and Country Mother Goose*	American Heritage Press
Hopkins, Lee Bennett	*City Talk*	Alfred A. Knopf
Humpty Dumpty's Magazine Editors	*Little Songs for Little People*	Parents' Magazine Press
Ipcar, Dehlov	*The Song of the Day Birds and the Night Birds*	Doubleday & Co.
Landeck, Beatrice	*Songs To Grow On*	William Morrow & Co.
Laurence, Ester H.	*We're Off To Catch a Dragon*	Abingdon Press
Lear, Edward	*The Owl and the Pussycat*	Little, Brown & Co.
McCord, David	*Every Time I Climb a Tree*	Little, Brown & Co.
Milne, A. A.	*Now We Are Six*	E. P. Dutton & Co.
	When We Were Very Young	E. P. Dutton & Co.
Mills, Alan, and Rose Bonne	*I Know an Old Lady*	Rand-McNally & Co.

Author	Title	Publisher
Morgenstern, Christian	*Three Sparrows and Other Nursery Poems*	Charles Scribner's Sons
O'Neill, Mary	*Hailstones and Halibut Bones*	Doubleday & Co.
Prelutsky, Jack	*Lazy Blackbird and Other Verses*	The Macmillan Co.
Raebeck, Lois	*Who Am I*	Follett Publishing Co.
Reed, Gwendolyn, ed.	*Songs the Sandman Sings*	Atheneum Publishers
Reeves, James	*One's None: Old Rhymes for New Tongues*	Franklin Watts
Scheer, Julian	*Rain Makes Applesauce*	Holiday House
Seeger, Ruth	*American Folk Songs for Children*	Doubleday & Co.
Sendak, Maurice	*Chicken Soup with Rice*	Harper & Row
Spier, Peter	*The Fox Went Out on a Chilly Night*	Doubleday & Co.
	To Market, To Market	Doubleday & Co.
Stevenson, Robert L.	*A Child's Garden of Verses*	Franklin Watts
Withers, Carl	*Favorite Rhymes from a Rocket in My Pocket*	Scholastic Book Services
	A Rocket in My Pocket	Harcourt Brace Jovanovich
Yurchenco, Henrietta	*A Fiesta of Folk Songs from Spain and Latin America*	G. P. Putnam's Sons
Zeitlin, Patty	*Castle in My City*	Golden Gate Junior Books
Zemach, Harve	*The Speckled Hen*	Holt, Rinehart & Winston
	PROBLEM-SOLVING	
Baldwin, Ann Norris	*Sunflowers for Tina*	Four Winds Press (Scholastic Book Services)
Balian, Lorna	*I Love You, Mary Jane*	Abingdon Press
Beckman, Per and Kaj	*Lisa Cannot Sleep*	Franklin Watts
Bemelmans, Ludwig	*Madeline*	Viking Press
	Madeline's Rescue	Viking Press
Benchley, Nathaniel	*The Several Tricks of Edgar Dolphin*	Harper & Row
Boyce, Burke	*Lions Backward*	Doubleday & Co.
Brande, Marlie	*Sleepy Nicholas*	Follett Publishing Co.
Brenner, Barbara	*Five Pennies*	Alfred A. Knopf
Brown, Myra B.	*Benjy's Blanket*	Franklin Watts
Burch, Robert	*Joey's Cat*	Viking Press
Burton, Virginia Lee	*Mike Mulligan and His Steam Shovel*	Houghton Mifflin Co.
Carroll, Ruth	*What Whiskers Did*	Henry Z. Walck
D'Amato, Janet	*My First Book of Jokes*	Wonder-Treasure Books
Elkin, Benjamin	*Six Foolish Fishermen*	Children's Press
Flack, Marjorie	*Story about Ping*	Viking Press
Foster, Joanna	*Pete's Puddle*	Harcourt Brace Jovanovich
Graham, Al	*Timothy Turtle*	Viking Press
Graham, Ruth	*The Happy Sound*	Follett Publishing Co.
Greenberg, Polly	*Oh Lord, I Wish I Was a Buzzard*	The Macmillan Co.
Hubka, Betty	*Where Is the Bear*	Golden Press (Western Publishing Co.)
Humphrey, Henry	*What Is It For*	Simon & Schuster
Joslin, Sesyle	*What Do You Say, Dear*	Addison-Wesley Publishing Co.
Keats, Ezra Jack	*Goggles*	The Macmillan Co.
	Whistle for Willie	Viking Press
Klein, Leonore	*Can You Guess*	Wonder-Treasure Books
Krasilovsky, Phyllis	*Man Who Didn't Wash His Dishes*	Doubleday & Co.
Krauss, Ruth	*Is This You*	Scholastic Book Services
Levenson, Dorothy	*Too Many Pockets*	Wonder-Treasure Books
Lexau, Joan M.	*The Rooftop Mystery*	Harper & Row
Lionni, Leo	*Inch by Inch*	Astor-Honor
Mayer, Mercer	*Frog Where Are You*	Dial Press
	I Am a Hunter	Dial Press
Munari, Bruno	*Jimmy Has Lost His Cap*	World Publishing Co.

Author	Title	Publisher
Ormondroyd, Edward	*Theodore*	Parnassus Press
Payne, Emmy	*Katy No-Pocket*	Houghton Mifflin Co.
Peake, Sylvia	*Wrong-Way Howie Learns to Slide*	Whitman Books (Western Publishing Co.)
Perrault, Charles	*Puss in Boots*	The Macmillan Co.
Piper, Watty	*The Little Engine That Could*	E. M. Hale & Co.
Potter, Beatrix	*Tale of Benjamin Bunny*	Frederick Warne & Co.
Showers, Paul	*Find Out by Touching*	Thomas Y. Crowell Co.
Simon, Norman	*What Do I Do*	Whitman Books (Western Publishing Co.)
	What Do I Say	Whitman Books (Western Publishing Co.)
	PUPPETRY	
Adair, Margaret Weeks	*Do-It-In-a-Day Puppets: For Beginners*	John Day Co.
Batchelder, Marjorie	*The Puppet Theatre Handbook*	Harper & Row
Ficklen, Bessie A.	*A Handbook of First Puppets*	J. B. Lippincott Co.
Jagendorf, Moritz	*Penny Puppets, Penny Theatre, and Penny Plays*	Plays, Inc.
Lewis, Shari	*Making Easy Puppets*	E. P. Dutton & Co.
Pels, Gertrude	*Easy Puppets*	Thomas Y. Crowell Co.
Rassmussen, Carrie, and Caroline Storck	*Fun-Time Puppets*	Childrens Press
Tichenor, Tom	*Folk Plays for Puppets You Can Make*	Abingdon Press
Worrell, Estelle Ainsley	*Be a Puppeteer*	McGraw-Hill
	RECORDS	
Bailey, Charity	*Music Time with Charity Bailey*	Folkways 7307
	Building a City	Childcraft, OR 221
	Carrot Seed	Childcraft, OR 315
Guthrie, Woody	*Songs to Grow On*	Folkways 7005
Houston, Cisco	*Nursery Rhymes, Games and Folksongs*	Folkways 7006
Ives, Burl	*Best of Burl Ives for Boys and Girls*	Decca 74390
Keeping, Charles	*Alfie Finds The Other Side of the World*	Franklin Watts
Luther, Frank	*Mother Goose Songs*	Decca 78357
Mills, Alan	*Folk Songs for Young Folks—Vols. 1 & 2*	Folkways, 7021 & 7022
	More Songs To Grow On	Folkways, 7009
	Picture Book Parade Series	Weston Woods
Reed, Susan	*Songs for the Wee Folk*	Elektra 163
Seegar, et al.	*Golden Slumbers*	Caedmon 1
Seeger, Peggy	*Animal Folk Songs for Children*	Folkways 31503
Seeger, Pete	*American Folk Songs for Children*	Folkways, 31501
	American Game and Activity Songs	Folkways, 7022
	RELATIONSHIPS WITH OTHERS	
Alexander, Martha	*Blackboard Bear*	Dial Press
	Out, Out, Out	Dial Press
	Sabrina	Dial Press
Amoss, Berthe	*Tom in the Middle*	Harper & Row
Anglund, Joan Walsh	*A Friend Is Someone Who Likes You*	Harcourt Brace Jovanovich
Baer, Edith	*The Wonder of Hands*	Parents' Magazine Press
Beim, Jerrold	*Country Fireman*	William Morrow & Co.
Beim, Lorraine and Jerrold	*Two Is a Team*	Harcourt Brace Jovanovich
Belpré, Pura	*Santiago*	Frederick Warne & Co.
Bonsall, Crosby N.	*Who's a Pest*	Harper & Row
Borack, Barbara	*Gooney*	Harper & Row
	Someone Small	Harper & Row
Brown, Jeanette P.	*Ronnie's Wish*	Friendship Press
Bruna, Dick	*The School*	Follett Publishing Co.
Buckley, Helen E.	*The Little Pig in the Cupboard*	Lothrop, Lee & Shepard Co.

Author	Title	Publisher
Burton, Virginia Lee	*Katy and the Big Snow*	Houghton Mifflin Co.
Cassidy, Clara	*We Like Kindergarten*	Golden Press
Charlip, Remy	*Where Is Everybody?*	Addison-Wesley Publishing Co.
Charlip, Remy, and Burton Supree	*Mother, Mother, I Feel Sick, Send for the Doctor, Quick, Quick, Quick*	Parents' Magazine Press
Cohen, Miriam	*Will I Have a Friend*	The Macmillan Co.
Colman, Hila	*Peter's Brownstone House*	William Morrow & Co.
Credle, Ellis	*Down, Down the Mountain*	Thomas Nelson
Francoise	*The Thank You Book*	Charles Scribner's Sons
Frankel, Bernice	*Grandpa's Policemen Friends*	Whitman Books (Western Publishing Co.)
Freeman, Don	*Come Again, Pelican*	Viking Press
	Quiet—There's a Canary in the Library	Golden Gate Junior Books
Froman, Robert	*Let's Find Out About the Clinic*	Franklin Watts
Gergely, Tibor	*Great Big Fire Engine Book*	Golden Press (Western Publishing Co.)
Harris, Isobel	*Little Boy Brown*	J. B. Lippincott Co.
Hoban, Russell	*Best Friends for Frances*	Harper & Row
Holdsworth, William Curtis	*The Little Red Hen*	Farrar, Straus & Giroux
Joslin, Sesyle	*What Do You Do, Dear*	Addison-Wesley Publishing Co.
Keats, Ezra Jack	*A Letter to Amy*	Harper & Row
Kesselman, Wendy	*Angelita*	Hill and Wang
Kessler, Leonard	*Last One In Is a Rotten Egg*	Harper & Row
Kishida, Eriko	*The Hippo Boat*	World Publishing Co.
Kotzwinkle, William	*The Firemen*	Pantheon Books
Lenski, Lois	*Policeman Small*	Henry Z. Walck
Lionni, Leo	*Little Blue and Little Yellow*	Aster-Honor
Mahy, Margaret	*A Lion in the Meadow*	Franklin Watts
Mannheim, Grete	*The Two Friends*	Alfred A. Knopf
Marino, Dorothy	*Where Are the Mothers?*	J. B. Lippincott Co.
Meyer, Renate	*Vicki*	Atheneum Publishers
Minarik, Else H.	*Little Bear*	Harper & Row
	Kiss for Little Bear	Harper & Row
Ness, Evaline	*Sam, Bangs and Moonshine*	Holt, Rinehart & Winston
Oleson, Claire	*For Pepita: An Orange Tree*	Doubleday & Co.
Reit, Seymour	*Jamie Visits the Nurse*	McGraw-Hill
Rey, Hans A. and Margaret	*Curious George Goes to the Hospital*	Houghton Mifflin Co.
Richter, Mischa	*Geedyup and Friend*	Harper & Row
Rockwell, Anne	*Gypsy Girl's Best Shoes*	Parents' Magazine Press
Sauer, Julia L.	*Mike's House*	Viking Press
Schick, Eleanor	*Katie Goes to Camp*	The Macmillan Co.
	Making Friends	The Macmillan Co.
Schreiber, Georges	*Bambino the Clown*	Viking Press
Sharmat, Marjorie	*Goodnight Andrew, Goodnight Craig*	Harper & Row
Shay, Arthur	*What Happens When You Go to the Hospital*	Reilly and Lee Co.
Shire, Ellen	*The Snow Kings*	Walker & Co.
Sonneborn, Ruth	*The Lollipop Party*	Viking Press
	Seven in a Bed	Viking Press
Steptoe, John	*Stevie*	Harper & Row
Swift, Hildegarde	*Little Red Lighthouse and the Great Gray Bridge*	Harcourt Brace Jovanovich
Thayer, Jane	*Where Is Andy*	William Morrow & Co.
Tresselt, Alvin	*White Snow, Bright Snow*	Lothrop, Lee & Shepard Co.
Udry, Janice M.	*Mary Ann's Mud Day*	Harper & Row
	What Mary Jo Shared	Whitman Books (Western Publishing Co.)
	What Mary Jo Wanted	Whitman Books (Western Publishing Co.)
Vogel, Ilse-Margret	*Hello Henry*	Parents' Magazine Press
Zion, Gene	*All Falling Down*	Harper & Row
	Dear Garbage Man	Harper & Row
	The Sugar Mouse Cake	Charles Scribner's Sons

Author	Title	Publisher
Zolotow, Charlotte	*My Friend John*	Harper & Row
	SEAS, RIVERS, AND OCEANS	
Amoss, Berthe	*By the Sea*	Parents' Magazine Press
Ardizzone, Edward	*Little Tim and the Brave Sea Captain*	Henry Z. Walck
Brown, Margaret W.	*Sailor Dog*	Golden Press
	Seashore Noisy Book	Harper & Row
Goudey, Alice E.	*Houses from the Sea*	Charles Scribner's Sons
Hodges, Margaret	*The Wave*	Houghton Mifflin Co.
Koch, Dorothy	*I Play at the Beach*	Holiday House
Kumin, Maxine	*The Beach Before Breakfast*	G. P. Putnam's Sons
Lenski, Lois	*Little Sail Boat*	Henry Z. Walck
Lionni, Leo	*Swimmy*	Pantheon Books
McCloskey, Robert	*Time of Wonder*	Viking Press
Morse, Samuel F.	*Sea Sums*	Little, Brown & Co.
Schlein, Miriam	*The Fisherman's Day*	Whitman Books (Western Publishing Co.)
Tresselt, Alvin	*Hide and Seek Fog*	Lothrop, Lee & Shepard Co.
Van Leeuwen, Jean	*One Day in Summer*	Random House
Zion, Gene	*Harry By the Sea*	Harper & Row
	SIZES AND SHAPES	
Bendick, Jeanne	*Shapes*	Franklin Watts
Berkley, Ethel S.	*Big and Little, Up and Down*	Addison-Wesley Publishing Co.
Borten, Helen	*Do You See What I See*	Abelard-Schuman
Bridwell, Norman	*Clifford Takes a Trip*	Scholastic Book Services
	Clifford the Big Red Dog	Scholastic Book Services
Brown, Marcia	*Once a Mouse*	Charles Scribner's Sons
Budney, Blossom	*A Kiss Is Round*	Lothrop, Lee & Shepard Co.
Bulla, Clyde R.	*What Makes a Shadow*	Thomas Y. Crowell Co.
Campbell, Ann	*Start To Draw*	Franklin Watts
Craig, M. Jean	*Boxes*	Grosset & Dunlap
Emberley, Ed	*The Wing on a Flea*	Little, Brown & Co.
Freeman, Mae	*Finding Out About Shapes*	McGraw-Hill
Greenaway, Kate, and Anne C. Moore	*The Kate Greenaway Treasury*	World Publishing Co.
Hay, Dean	*I See a Lot of Things*	Lion Press
Heide, Florence	*Benjamin Budge and Barnaby Ball*	Scholastic Book Services
Johnson, Crockett	*Harold and the Purple Crayon*	Harper & Row
Kessler, Ethel	*Are You Square*	Doubleday & Co.
Kohn, Bernice	*Everything Has a Shape and Everything Has a Size*	Prentice-Hall
Lionni, Leo	*The Biggest House in the World*	Pantheon Books
Martin, Janet	*Round and Square*	Platt & Munk
Rinkoff, Barbara	*A Map Is a Picture*	Thomas Y. Crowell Co.
Samson, Anne	*Lines, Spines and Porcupines*	Doubleday & Co.
Schlein, Miriam	*Heavy Is a Hippopotamus*	Addison-Wesley Publishing Co.
	Shapes	Addison-Wesley Publishing Co.
Shapur, Fredun	*Round and Round and Square*	Abelard-Schuman
Shaw, Charles	*It Looked Like Spilt Milk*	Harper & Row
Stacy, Don	*Runaway Dot*	Bobbs-Merrill
Ungerer, Tomi	*Snail, Where Are You*	Harper & Row
Victor, Joan B.	*Bigger Than an Elephant*	Crown Publishers
Wolff, Janet	*Let's Imagine Thinking Up Things*	E. P. Dutton & Co.
	SOUNDS	
Borten, Helen	*Do You Hear What I Hear*	Abelard-Schuman
Bright, Robert	*Gregory: The Noisest and Strongest Boy in Grangers* [illegible]	Doubleday & Co.

Author	Title	Publisher
Brown, Marcia Joan	*How, Hippo*	Charles Scribner's Sons
Brown, Margaret W.	*City Noisy Book*	Harper & Row
	Country Noisy Book	Harper & Row
	The Indoor Noisy Book	Harper & Row
	Little Brass Band	Harper & Row
Elkin, Benjamin	*Loudest Noise in the World*	Viking Press
Emberley, Barbara	*Drummer Hoff*	Prentice-Hall
Ets, Marie Hall	*Another Day*	Viking Press
Evans, Mel	*The Tiniest Sound*	Doubleday & Co.
Flack, Marjorie	*Angus and the Ducks*	Doubleday & Co.
Gaeddert, Lou A.	*Noisy Nancy and Nick*	Doubleday & Co.
	Noisy Nancy Norris	Doubleday & Co.
Garelick, May	*Sounds of a Summer Night*	Addison-Wesley Publishing Co.
Grifalconi, Ann	*City Rhythms*	Bobbs-Merrill
	The Toy Trumpet	Bobbs-Merrill
Hoban, Russell	*Henry and the Monstrous Din*	Harper & Row
Horvath, Betty	*Jasper Makes Music*	Franklin Watts
Kuskin, Karla	*All Sizes of Noises*	Harper & Row
Low, Joseph	*There Was a Wise Crow*	Follett Publishing Co.
Rand, Ann	*Listen, Listen*	Harcourt Brace Jovanovich
Rand, Ann and Paul	*Sparkle and Spin*	Harcourt Brace Jovanovich
[illegible]owers, Paul	*The Listening Walk*	Thomas Y. Crowell Co.
Sicotte, Virginia	*A Riot of Quiet*	Holt, Rinehart & Winston
Teal, Val	*The Little Woman Wanted Noise*	Rand-McNally & Co.
Victor, Joan B.	*Sh-h, Listen Again: Sounds of the Season*	World Publishing Co.

TALKING ABOUT FEELINGS

Anglund, Joan W.	*Love Is a Special Way of Feeling*	Harcourt Brace Jovanovich
Brown, Margaret W.	*Goodnight Moon*	Harper & Row
Cameron, Polly	*The Cat Who Thought He Was a Tiger*	Coward, McCann & Geoghegan
Cole, William	*Frances Face-Maker*	World Publishing Co.
De Regniers, Beatrice, and Nonny Hogrogian	*The Day Everybody Cried*	Viking Press
Ets, Marie Hall	*Bad Boy, Good Boy*	Thomas Y. Crowell Co.
	Just Me	Viking Press
Fenton, Edward	*Fierce John*	Holt, Rinehart & Winston
Francoise	*What Do You Want To Be*	Charles Scribner's Sons
Freeman, Don	*Dandelion*	Viking Press
Hitte, Kathryn	*Boy, Was I Mad*	Parents' Magazine Press
Hoban, Russell	*Birthday for Frances*	Harper & Row
Holland, Ruth	*A Bad Day*	David McKay
Kent, John	*Just Only John*	Parents' Magazine Press
Krasilovsky, Phyllis	*The Very Little Boy*	Doubleday & Co.
	The Very Little Girl	Doubleday & Co.
Leaf, Anne, illus.	*Mother Goose*	Rand-McNally & Co.
Leaf, Munro	*Boo, Who Used To be Scared of the Dark*	Random House
Lesko, Zillah	*Mother Goose*	Whitman Books (Western Publishing Co.)
Lexau, Joan M.	*Benjie*	Dial Press
	Benjie on His Own	Dial Press
Mayer, Mercer	*If I Had*	Dial Press
Neadset, Joan L.	*Go Away, Dog*	Harper & Row
Petersham, Maud and Miska	*Box with Red Wheels*	The Macmillan Co.
Pierce, June	*My Poetry Book*	Wonder Treasure Books
Preston, Edna Mitchell	*Temper Tantrum Book*	Viking Press
Rey, Margaret and Hans A.	*Spotty*	Harper & Row
Rice, Elizabeth	*Jacki*	Childrens Press
Rudolph, Marguerite	*Look at Me*	McGraw-Hill

Author	Title	Publisher
Scott, Ann Herbert	*Sam*	McGraw-Hill
Simon, Norma	*What Do I Say*	Whitman Books (Western Publishing Co.)
Slobodkin, Louis	*Magic Michael*	The Macmillan Co.
Steiner, Charlotte	*Jack Is Glad, Jack Is Sad*	Alfred A. Knopf
Stone, Elberta H.	*I'm Glad I'm Me*	G. P. Putnam's Sons
Thompson, Vivian L.	*Sad Day, Glad Day*	Holiday House
Udry, Janice	*Let's Be Enemies*	Harper & Row
Viorst, Judith	*I'll Fix Anthony*	Harper & Row
Vogel, Ilse-Margaret	*Don't Be Scared Book*	Atheneum Publishers
Williams, Gweneira	*Timid Timothy*	Addison-Wesley Publishing Co.
Zolotow, Charlotte	*The Hating Book*	Harper & Row
	Someday	Harper & Row
	Wake Up and Good night	Harper & Row
	TRANSPORTATION	
Alexander, Anne	*ABC of Cars and Trucks*	Doubleday & Co.
Brown, Margaret W.	*Two Little Trains*	Addison-Wesley Publishing Co.
Burton, Virginia Lee	*Choo, Choo*	Houghton Mifflin Co.
D'Amato, Janet	*The Big Truck Book*	Renwal Products
Ets, Marie Hall	*Little Old Automobile*	Viking Press
Flack, Marjorie	*Boats on the River*	Viking Press
Gergely, Tibor	*Little Golden Fire Engine*	Golden Press
	Golden Shape Books:	
	Boat Book (and others in series)	Golden Press
Gramatky, Hardie	*Little Toot*	G. P. Putnam's Sons
Holl, Adelaide	*The ABC of Cars, Trucks and Machines*	American Heritage Press
Kessler, Ethel and Leonard	*All Aboard the Train*	Doubleday & Co.
	Big Red Bus	Doubleday & Co.
Lenski, Lois	*Little Train*	Henry Z. Walck
Munari, Bruno	*Birthday Present*	World Publishing Co.
Nicholas, Charles	*Danny Driver*	Golden Press
Scarry, Richard, illus.	*Great Big Car and Truck Book*	Golden Press (Western Publishing Co.)
Schwartz, Julius	*The Earth Is Your Spaceship*	McGraw-Hill
Seiden, Art	*Trucks*	Lion Press
Stevenson, Eric	*Tony and the Toll Collector*	Little, Brown & Co.
Tarcov, Edith	*A Train for Tommy*	Wonder-Treasure Books
Young, Miriam	*If I Flew a Plane*	Lothrop, Lee & Shepard Co.
Zaffo, George	*Airplanes and Trucks and Trains, Fire Engines, Boats and Ships and Building and Wrecking Machines*	Grosset & Dunlap
	Big Book of Real Fire Engines	Grosset & Dunlap
	Big Book of Real Trains	Grosset & Dunlap
	WEATHER	
Bonsall, George	*Weather*	Grosset & Dunlap
Charlip, Remy	*Where Is Everybody*	Addison-Wesley Publishing Co.
Chonz, Selma	*The Snow Storm*	Henry Z. Walck
De Paola, Tomie	*Joe and the Snow*	Hawthorn Books
De Regniers, Beatrice, and Leona Pierce	*Who Likes the Sun*	Harcourt Brace Jovanovich
Fisher, Aileen	*I Like Weather*	Thomas Y. Crowell Co.
Françoise	*The Big Rain*	Charles Scribner's Sons
Fracconi, Antonio	*Snow and the Sun*	Harcourt Brace Jovanovich
Goudey, Alice E.	*The Day We Saw the Sun Come Up*	Charles Scribner's Sons
Hader, Berta and Elmer	*The Big Snow*	The Macmillan Co.
Hawkinson, Lucy	*Days I Like*	Whitman Books (Western Publishing Co.)

Author	Title	Publisher
Ipcar, Dahlov	*Wild Whirlwind*	Alfred A. Knopf
Iwasaki, Chihiro	*Staying Home Alone on a Rainy Day*	McGraw-Hill
Keats, Ezra Jack	*The Snowy Day*	Viking Press
Kinney, Jean	*What Does the Cloud Do*	Addison-Wesley Publishing Co.
Kuskin, Karla	*In the Flaky Frosty Morning*	Harper & Row
Merriam, Eve	*Andy All Year Round: A Picture Book of Four Seasons and Five Senses*	Funk and Wagnalls
Raskin, Ellen	*And It Rained*	Atheneum Publishers
Rice, Inez	*The March Wind*	Lothrop, Lee & Shepard Co.
Shulevitz, Uri	*Rain Rain Rivers*	Farrar, Straus & Giroux
Welber, Robert	*The Winter Picnic*	Pantheon Books
Woodard, Carol	*The Wet Walk*	Fortress Press
Yashima, Taro	*Umbrella*	Viking Press
Zolotow, Charlotte	*The Storm Book*	Harper & Row

Publishers of Reading Materials

Following is a list of publishers who specialize in reading materials for all grade levels:

Addison-Wesley Publishing Co.
Sand Hill Road
Menlo Park, Calif. 94025

Allied Education Council
P.O. Box 78
Galien, Mich. 49113

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Mass. 02210

American Book Company
55 Fifth Avenue
New York, N.Y. 10003

American Education Publications
55 High Street
Middletown, Conn. 06457

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minn. 55014

Americana Interstate Corporation
501 East Lange Street
Mundelein, Ill. 60060

Ann Arbor Publishers
610 South Forest
Ann Arbor, Mich. 48104

Appleton-Century-Crofts
440 Park Avenue, South
New York, N.Y. 10016

Associated Education Services Corporation
Rockefeller Center
630 Fifth Avenue
New York, N.Y. 10020

Atomic Enterprises, Inc.
2545 Boulevard Place
Indianapolis, Ind. 46208

Baldridge Reading Instruction Materials, Inc.
14 Grigg Street
Greenwich, Conn. 06830

Barnell Loft, Ltd.
111 South Centre Avenue
Rockville
New York, N.Y. 11570

Barnes and Noble, Inc.
105 Fifth Avenue
New York, N.Y. 10003

Behavioral Research Laboratories
Box 577
Palo Alto, Calif. 94302

Benefic Press
1900 N. Narragansett Avenue
Chicago, Ill. 60639

Better Reading Program, Inc.
230 East Ohio Street
Chicago, Ill. 60611

Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Ind. 46206

Bolt, Beranek and Newman, Inc.
22 Moulton Street
Cambridge, Mass. 02138

Book-Lab, Inc.
1449 37th Street
Brooklyn, N.Y. 11218

Burgess Publishing Company
426 South Sixth Street
Minneapolis, Minn. 55414

Cambridge University Press
32 East 57th Street
New York, N.Y. 10022

Chandler Publishing Company
124 Spear Street
San Francisco, Calif. 94105

Childrens Press, Inc.
1224 West Van Buren Street
Chicago, Ill. 60607

Civic Education Service
1733 K Street, N.W.
Washington, D.C. 20006

Cliff's Notes, Inc.
Department CEO10
Bethany Station
Lincoln, Neb. 68505

Continental Press, Inc.
520 East Bainbridge Street
Elizabethtown, Pa. 17022

Coronet Learning Programs
65 East South Water Street
Chicago, Ill. 60601

Craig Research, Inc.
3410 South LaCienega Boulevard
Los Angeles, Calif. 90016

Creative Educational Society
515 North Front Street
Mankato, Minn. 56001

Croft Educational Services
100 Garfield Avenue
New London, Conn. 06320

John Day Company, Inc.
62 West 45th Street
New York, N.Y. 10036

J. M. Dent and Sons, Ltd.
100 Scarsdale Road
Don Mills, Ontario, Canada

Dexter and Westbrook, Ltd.
111 South Centre Avenue
Rockville Centre, N.Y. 11571

Economy Company
1901 North Walnut, Box 25308
Oklahoma City, Okla. 73106

Educational Activities, Inc.
P.O. Box 392
Freeport, N.Y. 11520

Educational Developmental Laboratories, Inc.
284 Pulaski Road
Huntington, N.Y. 11743

Educational Games, Inc.
200 Fifth Avenue
New York, N.Y. 10010

Educators Publishing Service
301 Vassar Street
Cambridge, Mass. 02139

EMC Corporation
Educational Materials Division
180 East 6th Street
St. Paul, Minn. 55101

Encyclopaedia Britannica, Inc.
425 North Michigan Avenue
Chicago, Ill. 60611

English Language Services, Inc.
800 18th Street, N.W.
Washington, D.C. 20006

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, N.Y. 11435

Fearon Publishers, Inc.
2165 Park Boulevard
Palo Alto, Calif. 94306

Fern Tripp Company
2035 East Sierrra Way
Dinuba, Calif. 93618

Field Educational Publications
(Harr Wagner Publishing Company)
609 Mission Street
San Francisco, Calif. 94105

Folkways Records and Service Corporation
165 West 46th Street
New York, N.Y. 10036

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Ill. 60607

Garrard Publishing Company
1607 North Market Street
Champaign, Ill. 61820

Ginn and Company
Statler Building
Back Bay P.O. Box 191
Boston, Mass. 02117

Glencoe Press
3701 Wilshire Boulevard
Beverly Hills, Calif. 90211

Globe Book Company
175 Fifth Avenue
New York, N.Y. 10010

Good Reading Communications
505 Eighth Avenue
New York, N.Y. 10018

Grosset and Dunlap, Inc.
51 Madison Avenue
New York, N.Y. 10010

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, N.Y. 10017

Harlow Publishing Corporation
P.O. Box 898
212 East Gray Street
Norman, Okla. 73070

Harper & Row
2500 Crawford Avenue
Evanston, Ill. 60201

Harvey House, Inc.
Irvington-on-Hudson
New York, N.Y. 10533

D. C. Heath & Company
Division of Raytheon Company
285 Columbus Avenue
Boston, Mass. 02116

Highlights for Children, Inc.
2300 West Fifth Avenue
Columbus, Ohio 43216

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, N.Y. 10017

Houghton Mifflin Company
110 Tremont Street
Boston, Mass. 02107

The Hubbard Company
500 Court Street
Defiance, Ohio 43512

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Ill. 60453

Imperial International Learning
Box 548
Kankakee, Ill. 60901

Initial Teaching Alphabet Publication
20 East 46th Street
New York, N.Y. 10017

Laidlaw Brothers
Thatcher and Madison
River Forest, Ill. 60305

Lawrence Publishing Company
Room 716-18
617 South Olive Street
Los Angeles, Calif. 90013

Linguistica
Box 619
Ithaca, N.Y. 14850

J. B. Lippincott Company
East Washington Square
Philadelphia, Pa 19105

Lyons and Carnahan, Inc.
407 East 25th Street
Chicago, Ill. 60616

McCormick Mathers Publishing Company, Inc.
300 Pike Street
Cincinnati, Ohio 45202

McGraw-Hill Book Company
Division of McGraw-Hill, Inc.
330 West 42nd Street
New York, N.Y. 10036

McQueen Publishing Company
Box 198 Route 1
Tiskilwa, Ill. 61368

Charles E. Merrill Books, Inc.
1300 Alum Creek Drive
Columbus, Ohio 43216

Modern Curriculum Press
P.O. Box 9
Berea, Ohio 44017

Modern Educational Research
250 West Girard Avenue
Philadelphia, Pa. 19123

New Readers Press
Laubach Literacy, Inc.
P.O. Box 131
1011 Harrison Street
Syracuse, N.Y. 13210

Noble and Noble Publishers
750 Third Avenue
New York, N.Y. 10017

Oklahoma Publishing Company
P.O. Box 25125
Oklahoma City, Okla. 73215

Open Court Publishing Company
1307 Seventh Street, Box 399
LaSalle, Ill. 61301

Oxford Book Company
71 Fifth Avenue
New York, N.Y. 10003

Penns Valley Publishers, Inc.
119½ Frazier Street
State College of Pennsylvania
University Park, Pa. 16802

Perceptual Development Laboratories
Box 1911
Big Springs, Tex. 79720

George Pflaum Publishing Company
38 West Fifth Street
Dayton, Ohio 45402

Phonovisual Products, Inc.
4708 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Play 'n Talk
P.O. Box 18804
Oklahoma City, Okla. 73118

Portal Press
605 Third Avenue
New York, N.Y. 10016

Prentice-Hall, Inc.
Box 903
Englewood Cliffs, N.J. 07632

Psychotechniques, Inc.
7433 North Harlem Avenue
Chicago, Ill. 60648

Rand-McNally & Company
Box 7600
Chicago, Ill. 60680

Random House
457 Madison Avenue
New York, N.Y. 10022

Readers' Digest Services, Inc.
Educational Division
Pleasantville, N.Y. 10570

Reading Laboratory, Inc.
370 Lexington Avenue
New York, N.Y. 10036

Scholastic Book Services, Inc.
50 West 44th Street
New York, N.Y. 10036

Science Research Associates, Inc.
259 East Erie Street
Chicago, Ill. 60611

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Ill. 60025

Silver Burdett Company
Park Avenue and Columbia Rd.
Morristown, N.J. 07960

The L. W. Singer Company, Inc.
249 West Erie Boulevard
Syracuse, N.Y. 13202

Standard Educational Corporation
130 North Wells Street
Chicago, Ill. 60606

The Steck Vaughn Company
P.O. Box 2028
Austin, Tex. 78767

Teachers College Press
Columbia University
525 West 120th Street
New York, N.Y. 10027

The Titan Corporation
Educational Division
130 West Wieuca Road, N.E.
Atlanta, Ga. 30305

United Educators, Inc.
Tangley Oaks
Educational Center
Lake Bluff, Ill. 60044

University of London
Saint Paul's House
Warwick Lane
London, England EC4

University of Michigan Press
615 East University
Ann Arbor, Mich. 48106

University of Minnesota
2037 University Avenue, S.E.
Minneapolis, Minn. 55455

University of Nebraska Press
Nebraska Hall 215
Lincoln, Neb. 68508

Wadsworth Publishing Company
Belmont, Calif. 94002

Washington Square Press, Inc.
630 Fifth Avenue
New York, N.Y. 10020

Webster Division
McGraw-Hill Book Company
Manchester Road
Manchester, Mo. 63011

Wenkart Publishing Company
4 Shady Hills Square
Cambridge, Mass. 02138

H. W. Wilson Company
950 University Avenue
Bronx, N.Y. 10452

Word Making Productions
721 Kearns Building
P.O. Box 305
Salt Lake City, Utah 84110

Wordcrafters Guild
St. Albans School
Massachusetts and Wisconsin
Avenues, N.W.
Washington, D.C. 20016

References

Alpert, H.; Tanyzer, H.; and Sandel, L. "The Effect of i.t.a. and T.O. with Beginning Reading Instruction in Kindergarten," in *i.t.a. as a Language Arts Medium* (J.R. Block, ed.). Hempstead, N.Y.: The i.t.a. Foundation, Hofstra University, 1968.

Angus, M. M. D. *An Investigation of the Effects of a Systematic Reading Readiness Program at the Kindergarten A Level.* Unpublished doctoral dissertation, Wayne State University, 1962.

Ausubel, D. "Viewpoints from Related Disciplines: Human Growth and Development," *Teachers College Record,* 55, 1959, 245-54.

Bacci, W. "Children Can Read in Kindergarten," *School Management,* 67, 1961, 120-2.

Ball, S., and Bogatz, G. "A Summary of the Major Findings in 'The First Year of *Sesame Street:* An Evaluation,'" Educational Testing Service, 1970, ED 047 823.*

Bentz, D. D. *A Study of the Effect of Perceptual and Language Training Upon Kindergarten Children Reading Readiness Performance.* Unpublished doctoral dissertation, Oklahoma State University, 1970.

Blakely, W. P., and Shadle, E. M. "A Study of Two Readiness-for-Reading Programs in Kindergarten," *Elementary English,* 38, 1961, 502-5.

Bloom, B. "Learning for Mastery," *UCLA-CSEIP Evaluation Comment I,* 1968. Los Angeles, Calif. Center for the Study of Evaluation of Instructional Programs, 145 Moore Hall, 405 Hilgard.

———. *Stability and Change in Human Characteristics,* New York: John Wiley and Sons, Inc., 1964.

Breon, W. J. "A Comparison of Kindergarten and First Grade Reading Readiness Programs." Unpublished doctoral dissertation. University of Southern California, 1967.

Brown, M. W. A Study of Reading Ability in Pre-School Children." Unpublished master's thesis, Leland Stanford University, 1924.

Brunner, J. *The Process of Education.* Cambridge, Mass.: Harvard University Press, 1960.

Brzeinski, J. E. "Beginning Reading in Denver," *The Reading Teacher,* 18, 1964, 16-21.

———. *The Effectiveness of Teaching Reading in Kindergarten.* CRP 5-0371, Research Project No. 50371, The Denver, Colo., Public Schools, 1967.

Burits, E. "Effects of a Reading Program Presented Prior to Grade One on Reading Achievement and Pupil Behavior." Unpublished doctoral dissertation, Rutgers—The State University, 1965.

———.

Cooper, G. O. "A Study of the Relationship Between a Beginning Reading Program in Kindergarten and Reading Achievement in First Grade." Unpublished doctoral dissertation, Colorado State College, 1962.

Davidson, H. P. "An Experimental Study of Bright, Average, and Dull Children at the Four-Year Mental Level," *Genetic Psychology Monographs,* 9, 1931, 125-289.

Denver Public Schools. *Three Special Projects in Reading.* A Report to the Board of Education, Denver, Colo., November 1962.

Collins, M. L. "Determining the Relative Efficiency of a Particular Reading Readiness Workbook and a Teacher Developed Program in Promoting Reading Readiness." Unpublished master's thesis, DePaul University, 1960.

Deutsch, M. "The Disadvantaged Child and the Learning Process," in *Education in Depressed Areas* (A. H. Passow, ed.). New York: Teachers College Press, 1963.

Dewey, J. *The Child and the Curriculum.* Chicago: University of Chicago Press, 1902.

Downing, J. "The i.t.a. Reading Experiment," *The Reading Teacher,* 18, 1964, 105-10.

Durkin, D. "A Language Arts Program for Pre-First-Grade Children: Two-Year Achievement Report," *Reading Research Quarterly,* 5, 1970, 534-65.

———. *Children Who Read Early.* New York: Teachers College Press, 1966.

Ellerman, R. A. and Wadley, J. A. "A Readiness Experiment," *The Reading Teacher,* 23, 1970, 556-8.

Evans, J. L. "Teaching Reading by Machine: A Case History in Early Reading Behavior," *AV Communication Review,* 13, 1965, 303-308.

Falik, L. "The Effects of Special Perceptual-Motor Training in Kindergarten on Reading Readiness and on Second Reading Grade Performance," *Journal of Learning Disabilities,* 2, 1969, 10-17.

Fast, I. "Kindergarten Training and Grade 1 Reading," *Journal of Educational Psychology,* 48, 1957, 52-57.

Fowler, W. "A Developmental Learning Strategy for Early Reading in a Laboratory Nursery School," *Interchange* (in press).

———. "A Study of Process and Method in Three-Year-Old Twins and Triplets Learning to Read," *Genetic Psychology Monographs,* 72, 1965, 3-89.

———. "Developmental Learning as a Concept in Early Reading." Paper Presented at the Biennial Meeting of the Society for Research in Child Development, New York, N.Y., March 30, 1967.

———. "Structural Dimensions of the Learning Process in Early Reading," *Child Development,* 35, 1964, 1093-1104.

* Documents with ED numbers may be obtained in microfiche and hard copy from the ERIC Document Reproduction Service, PO Drawer O, Bethesda, Md. 20014.

_____. "Teaching a Two-Year-Old To Read: An Experiment in Early Childhood Learning," *Genetic Psychology Monographs,* 66, 1962, 181-283.

Fox, R., and Powell, M. "Evaluating Kindergarten Experiences," *The Reading Teacher,* 17, 1964, 118-20.

Gabler, J. E. F. "A Study of Reading Readiness Programs in the Kindergarten." Unpublished doctoral dissertation, Wayne State University, 1963.

Gates, A. "Necessary Mental Age for Beginning Reading," *Elementary School Journal,* 37, 1937, 497-508.

_____ and Bond, G. "Reading Readiness: A Study of Factors Determining Success and Failure in Beginning Reading," *Teachers College Record,* 37, 1936, 674-85.

Gesell, A. *The Mental Growth of the Preschool Child.* New York: Macmillan, 1925.

_____, Ilg, F., and Arnes, L. *The First Five Years of Life.* New York: Harper, 1940.

Gill, M. F. "Relationship Between Junior Kindergarten Experience and Reading Readiness," *Ontario Journal of Educational Research,* 10, 1967, 57-65.

Goralski, P. J., and Kerl, J. M. "Kindergarten Teacher Aides and Reading Readiness, Minneapolis Public Schools," *Journal of Experimental Education,* 37, 1968, 34-38.

Gruber, A. M. "An Investigation of the Learning of Kindergarten Children Taught by a Modified Fries' Linguistic Approach in Combination with Dr. Seuss' Beginner Books." Unpublished doctoral dissertation, Indiana University, 1965.

Haines, L. E. "The Effects of Kindergarten Experience Upon Academic Achievement in the Elementary School Grades." Unpublished doctoral dissertation, University of Connecticut, 1960.

Haley, E. D., et al. "A Comparison of Scores of Kindergarten Children and Non-Kindergarten Children in Specific Background Abilities at First-Grade Entrance." Unpublished master's thesis, Boston University, 1957.

Hall, G. *The Psychology of Adolescence.* New York: D. Appleton and Co., 1961.

Harckham, L.D., and Hagen, L.V. "The Effects of a Phonics-Oriented Kindergarten Program on Auditory Discrimination and Reading Readiness." Paper Presented at the Conference of the American Educational Research Association, Minneapolis, Minn., March 2-6, 1970.

Hess, R.D. "Cognitive Elements in Maternal Behavior," in *The Craft of Teaching and the Schooling of Teachers.* The First National Conference of the U. S. Office of Education Tri-University Project in Elementary Education, Denver, Colo., September 1967.

Hillerich, R. L. "Pre-Reading Skills in Kindergarten—A Second Report," *Elementary School Journal,* 65, 1965, 312-17.

Huey, E. B. *The Psychology and Pedagogy of Reading.* New York: Macmillan, 1908.

Hunt, J. McV. *Intelligence and Experience.* New York: Ronald Press, 1961.

Ingersoll, G. M. "'Sesame Street' Can't Handle *All* the Traffic!" *Phi Delta Kappan,* 53, 1971, 185-186.

Irving, J. V. *A Multi-Sensory Approach to Facilitating Reading Readiness in Kindergarten.* Unpublished doctoral dissertation, Ball State University, 1965.

Jacobs, F. N. "An Evaluation of the Frostig Visual-Perceptual Training Program," *Educational Leadership,* 25, 1968, 332-40.

Keele, R. L., and Harrison, G. V. "The Effect of Parents Using Structured Tutoring Techniques in Teaching Their Children to Read." Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971.

Kelley, M. L. "The Effects of Teaching Reading to Kindergarten Children." Unpublished doctoral dissertation, 1966.

_____ and Chen, M. K. "An Experimental Study of Formal Reading Instruction at the Kindergarten Level," *Journal of Educational Research,* 60, 1967, 224-9.

Knudson, G. P. "Exerpt from an Evaluation of a Preschool Program." Unpublished master's thesis, University of Utah, 1970.

McBeath, P. L. *The Effectiveness of Three Reading Preparedness Programs for Perceptually Handicapped Kindergartners.* Unpublished doctoral dissertation, Stanford University, 1966.

McDowell, E. E. "A Programmed Method of Reading Instruction for Use with Kindergarten Children," *The Psychological Record,* 18, 1968, 233-9.

McManus, A. "The Denver Prereading Project Conducted by WENH-TV," *The Reading Teacher,* 18, 1964, 22-26.

Mason, G., and Prater, N. "Social Behavioral Aspects of Teaching Reading to Kindergarteners," *Journal of Educational Psychology,* 60, 1966, 58-61.

Mayfield, M. R. *Individualized Reading Instruction Within an Experimental Preschool.* Unpublished doctoral dissertation, University of Nebraska, 1969.

Meyerson, D. W. *Effects of a Reading Readiness Program for Perceptually Handicapped Kindergarteners.* Unpublished doctoral dissertation, Stanford University, 1966.

Morphett, M., and Washburne, C. "When Should Children Begin To Read?" *Elementary School Journal,* 31, 1931, 496-503.

Naisbitt, E. C. *A Program of Pre-Reading Activities in the Kindergarten in the Colfax, Iowa Community School.* Unpublished M.S.E. field report, Drake University, 1959.

Neuman, D. B. *The Effect of Kindergarten Science Experiences on Reading Readiness.* Final Report U.S. Office of Education, Project OEG-5-9-595057-0038 (010), University of Wisconsin at Milwaukee, 1970.

Niedermeyer, F. C. "Parents Teach Kindergarten Reading at Home," *Elementary School Journal,* 70, 1970, 438-45.

O'Donnell, C., and Michael, P. *A Summary Report of a Pilot Study of the Effectiveness of an Informal Conceptual-Language Program in Developing Reading Readiness in the Kindergarten.* Final Report, U.S. Office of Education Project CRP-7-8426, Maine State Department of Education, 1968.

Olson, L. C. "The Effects of Non–Public School Kindergarten Experience upon Pupils in First Grade." Unpublished doctoral dissertation, Pennsylvania State University, 1962.

Orton, R. E., quoted in "Headstart Moves Down to Prenatal Period," *Washington Monitor,* September 18, 1967, 17.

Perlish, H. "An Investigation of the Effectiveness of a TV Reading Program Along with Parental Home Assistance in Helping Three-Year-Old Children To Learn To Read." Unpublished doctoral dissertation, University of Pennsylvania, 1968.

Pines, M. "How Three-Year-Olds Teach Themselves to Read—And Love It," *Harper's Magazine,* May 1963, 58-64.

Pratt, W. E. "A Study of the Differences in the Prediction of Reading Success of Kindergarten and Non-Kindergarten Children," *Journal of Educational Research,* 42, 1949, 525-33.

Rambusch, N. *Learning How To Learn.* Baltimore: Helicon Press, 1962.

Roy, I., and M. L. *Effect of a Kindergarten Program of Perceptual Training Upon the Later Development of Reading Skills.* 1969, ED 030 491.

Rutherford, W. L. "Perceptual-Motor Training and Readiness," Reading and Inquiry (J. A. Figurel, ed.). Newark, Del.: International Reading Association, 1965, 294-6.

Schoephoerster, H., Barnhart, R., and Loomer, W. M. "The Teaching of Prereading Skills in Kindergarten," *The Reading Teacher,* 19, 1966, 352-7.

Scott, C. M. "An Evaluation of Training in Readiness Classes," *Elementary School Journal,* 48, 1947, 26-32.

Shapiro, B. J., and Willford, R. E. "i.t.a.—Kindergarten or First Grade?" *The Reading Teacher,* 22, 1969, 307-11.

Shipman, V. "Early Experience in the Socialization and Cognitive Modes in Children: A Study of Urban Negro Families," *Child Development,* 36, 1965, 869-886.

Silberberg, M. C. "The Effect of Formal Reading Readiness Training in Kindergarten on Development of Readiness Skills and Growth in Reading." Unpublished doctoral dissertation, University of Minnesota, 1966.

Smith, N. *Reading Instruction for Today's Children.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.

———. "Research on Reading and the Emotions," *School and Society,* 81, 1955, 8-10.

Spriggle, H. "Can Poverty Children Live on Sesame Street?" *Young Children,* 26, 1971, 202-17.

Staats, A. "A Reinforcer System and Experimental Procedure for the Laboratory Study of Reading Acquisition," *Child Development,* 35, 1964, 209-31.

Stanchfield, J. M. "The Development of Pre-Reading Skills in an Experimental Kindergarten Program," *Elementary School Journal,* 71, 1971, 438-47.

Stevenson, H. W. "The Teaching of Reading and Mathematics at the Kindergarten Level," *Ontario Journal of Educational Research,* 7, 1964-1965, 211-6.

Stone, M., and Pielstick, N. L. "Effectiveness of Delacato Treatment with Kindergarten Children," *Psychology in the Schools,* 6, 1969, 63-8.

Sutton, M. H. "Children Who Learned To Read in Kindergarten: A Longitudinal Study," *The Reading Teacher,* 22, 1969, 595-602.

———. "First Grade Children Who Learned To Read in Kindergarten," *The Reading Teacher,* 19, 1965, 192-6.

Taylor, C. D. "The Effect of Training on Reading Readiness," *Studies in Reading,* 2, 1950, London, England: University of London Press, 64-80.

Terman, L. M. "An Experiment in Infant Education," *Journal of Applied Psychology,* 2, 1918, 219-28.

Villet, B. "The Children Want Classrooms Alive with Chaos," *Life,* 6, 1969, 50-52.

Watkins, B. A. "Using Programmed Material To Teach Young Children Phonics," *Reading,* 5, 1971, 22-7.

Weeks, E. E. "The Effect of Specific Pre-Reading Materials on Children's Performances on the Murphy-Durrell Diagnostic Reading Readiness Test." Unpublished doctoral dissertation, University of Connecticut, 1964.

Wingert, R. C. "Evaluation of a Readiness Training Program," *The Reading Teacher,* 22, 1969, 325-8.

Wise, J. E. "The Effects of Two Kindergarten Programs Upon Reading Achievement in Grade One." Unpublished doctoral dissertation, University of Nebraska, 1965.

Announcement

ALL PREP (Putting Research into Educational Practice) reports issued to date (Nos. 1-39) are now available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 at the following prices for single copies:

No.	Title	Price
1	Instructional Television Facilities: A Guide for School Administrators and Board Members	$ .35
2	Reading and the Home Environment: The Principal's Responsibility	.40
3	Establishing Central Reading Clinics: The Administrator's Role	.45
4	Correcting Reading Problems in the Classroom	.50
5	Treating Reading Disabilities: The Specialist's Role	.55
6	Bilingual Education	.65
7	School-Community Relations: Research for School Board Members	.60
8	Teacher Militancy, Negotiations, and Strikes: Research for School Board Members	.35
9	Job-Oriented Education Programs for the Disadvantaged	.70
10	Seminar on Preparing the Disadvantaged for Jobs: A Planning Handbook	.55
11	Research on Elementary Mathematics	.55
12	Paraprofessional Aides in Education	.50
13	Sharing Educational Services	.75
14	Social Studies and the Disadvantaged	.60
15	Student Participation in Academic Governance	.55
16	Individualized Instruction	.75
17	Microteaching	.45
18	Reinforcing Productive Classroom Behavior: A Teacher's Guide to Behavior Modification	.40
19	Migrant Education	.50
20	Teacher Recruitment and Selection	.50
21	Teacher Evaluation	.55
22	A Readiness Test for Disadvantaged Preschool Children	.50
23	Educational Cooperatives	.70
24	School-Community Relations and Educational Change	.65
25	Improving Teaching Effectiveness	.40
26	Black Studies in Community Colleges	.45
27	Year-Round Schools—The 45-15 Plan	.35
28	Educational Performance Contracting	.50
29	New Products in Education	.50
30	Teaching Resources for Low-Achieving Mathematics Classes	.55
31	Early Childhood Programs for Non-English-Speaking Children	.55
32	Job Placement and Followup of Secondary School Vocational Education Students	.75
33	Environmental Education Programs and Materials	1.00
34	Evaluating College Classroom Teaching Effectiveness	.45
35	Educational Accountability and Evaluation	.55
36	Drug Education	1.00
37	Early Childhood Education	.60
38	Developing Specifications for a Low-Cost Computer System for Secondary Schools	1.00
39	Preschool Reading Instructions, Information for the Administrator	.55

A 25-percent discount is available on orders for 100 or more copies of a report to be mailed to the same address. Add 25 percent for foreign mailing. The form below may be used to order reports.

ORDER FORM

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

For use of Supt. Docs.	

Please send me the following PREP report(s) for which I am enclosing $ (check, money order, or Supt. of Docs. coupons)

1 2 3 4 5 6 7 8 9 10 11

12 13 14 15 16 17 18 19 20 21 22

23 24 25 26 27 28 29 30 31 32 33

34 35 36 37 38 39

(Circle no(s). desired)

NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____